



STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
INVITATION FOR BID

IFB NO. ESFL

TITLE: Missouri Even Start Family Literacy Grant

ISSUE DATE: March 14, 2005

CONTACT PERSON: Carol Rackers

PHONE NUMBER: 573-751-4463

RETURN APPLICATION NO LATER THAN: 3:00 p.m. on May 27, 2005

RETURNING APPLICATION:

MAILING ADDRESS

Department of Elementary & Secondary Education
Discretionary Grants-IFB
PO Box 480
Jefferson City, MO 65102-0480

DELIVERY ADDRESS

Department of Elementary & Secondary Education
Discretionary Grants-IFB
Jefferson State Office Bldg., 2nd Floor
205 Jefferson Street
Jefferson City, MO 65101

CONTRACT PERIOD: Date of Award to June 30, 2006

DELIVER SUPPLIES/SERVICES FOB DESTINATION TO THE FOLLOWING ADDRESS:

Department of Elementary and Secondary Education
Discretionary Grants-IFB
205 Jefferson Street, P.O. Box 480
Jefferson City, MO 65102

The contractor hereby declares understanding, agreement and certification of compliance to provide the items and/or services, at the prices quoted, in accordance with all requirements and specifications contained herein and the Terms and Conditions Invitation for Bid . The contractor further agrees that the language of this IFB shall govern in the event of a conflict with his/her proposal. The contractor further agrees that upon receipt of an authorized purchase order from the DESE or when this IFB is countersigned by an authorized official of the State of Missouri, a binding contract shall exist between the contractor and the DESE.

SIGNATURE REQUIRED

AUTHORIZED SIGNATURE		DATE
PRINTED NAME		TITLE
COMPANY NAME		FEDERAL EMPLOYER ID NO.
MAILING ADDRESS		
CITY, STATE, ZIP		
VENDOR NO. (IF KNOWN)		
PHONE NO.	FAX NO.	E-MAIL ADDRESS

NOTICE OF AWARD (STATE USE ONLY)

ACCEPTED BY STATE OF MISSOURI AS FOLLOWS:	
TITLE Commissioner of Education	DATE
CONTRACT AMOUNT NOT TO EXCEED: \$ _____	

1. INTRODUCTION

1.1.1 Purpose:

1.1.2 This document constitutes a request for competitive, sealed bids for the Missouri Even Start Family Literacy Grant.

1.1.3 Organization - This packet, referred to as an Invitation for Bid (IFB), is divided into the following parts:

IFB Program Guidelines:

1. Introduction and General Information
2. General Guidelines
3. Even Start Family Literacy Components
4. Local Administration
5. Other Collaborations Necessary For An Even Start Family Literacy Program
6. Eligible Applicants
7. Eligible Participants
8. Continuing Family Eligibility
9. Nonpublic Consultation and Participation
10. Allowable Uses of Funds
11. Budget Category Summary
12. Funding
13. Local Evaluation
14. Evaluation and Award Process
15. Missouri School Improvement Program (MSIP) Planning Matrix and Instructions
16. Bid Submission Information

Terms and Conditions

Attachment A – Guidelines Regarding the Use of Social Security Numbers

Attachment B – MOFLIPQ's

Even Start Family Literacy Invitation for Bid

Nonpublic School Participation Form

1.2 Pre-Bid Conference:

1.2.1 A pre-bid conference regarding this IFB will be held on March 25, 2005 at 9:00 a.m. at the Governor's Office Building, Room 470, 200 Madison Street, Jefferson City, MO.

1.2.2 All potential contractors are encouraged to attend this pre-bid conference in order to ask questions and provide comments on the IFB since information relating to this IFB will be discussed in detail. Attendance is not required in order to submit a bid. Contractors should bring a copy of the IFB since it will be used as the agenda for the pre-bid conference.

1.2.3 Contractors are strongly encouraged to advise the Department of Elementary & Secondary Education (DESE) within five (5) working days of the scheduled pre-bid conference of any special accommodations needed for disabled personnel who will be attending the conference so that these accommodations can be made.

1.3 Background Information:

1.3.1 The William F. Goodling Even Start Family Literacy Program, Title I, Part B of the No Child Left Behind Act of 2001 offers promise for helping to break the intergenerational cycle of poverty and low literacy in the Nation. The program integrates early childhood education, adult literacy (adult basic and secondary-level education and/or instruction for English language learners), parenting education, and interactive parent and child literacy activities into a single, unified family literacy program. The design is

based on the premise that these components build on each other and that families need to receive high-quality instructional services in all four areas -- not just one or two -- in order to bring lasting change and effectively improve parents' and children's literacy achievement. Even Start supports integrated family literacy services for parents and children, primarily from birth through age seven, and has three interrelated goals:

- to help parents improve their literacy or basic educational skills;
- to help parents become full partners in educating their children; and
- to assist children in reaching their full potential as learners.

The term "family literacy services" is defined in section 9101(20) of the Elementary & Secondary Education Act (ESEA) as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following instructional activities:

- (A) Interactive literacy activities between parents and their children.
- (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- (C) Parent literacy training that leads to economic self-sufficiency.
- (D) An age-appropriate education to prepare children for success in school and life experiences.

At minimum, a successful Even Start project **must**: build on high-quality, community resources; employ qualified staff; carry out instructional activities grounded in scientifically based reading research; be able to document significant literacy achievement results (for adults and children) for the majority of families served; and make sufficient program progress as defined by the State.

We have learned from the previous national evaluations of Even Start that:

- The instructional focus **must** be on literacy and cognitive development.
- Intensity of services and duration of program participation are correlated with participant achievement.
- Data **must** be used for program improvement.
- State and local programs **must** develop and implement a well-defined system of ongoing program monitoring and evaluation that focuses upon effective practices and program results.

Even Start Family Literacy funds will be provided to programs through a competitive IFB process. The funding for the Even Start Family Literacy Program is unknown due to the uncertainty of federal funds.

- 1.3.2 This is an Invitation for Bid (IFB) for projects that integrate early childhood education, adult literacy, or adult basic education and parenting education to form a unified family literacy program that is research based.

Bids **must** be submitted by one of the following: a Local Education Agency (LEA), non-profit community based organizations, public agencies, institutions of higher education, or public or private organizations of demonstrated quality. **According to the state constitution, Article 9, Section 8, religious entities are not eligible to apply to the Department of Elementary and Secondary Education (DESE) for funds.**

Bids **must** be identified as:

New services: Applicants **must** be applying for first, fifth, ninth and subsequent years. This is a competitive grant process.

- 1.3.3 An Even Start Family Literacy application **must** be a **partnership** between:
- A. one or more LEA; and
 - B. one or more nonprofit community based organizations, public agency (ies) other than an LEA, institution(s) of higher education, or public or private organization(s) other than an LEA of demonstrated quality. **Note:** The Missouri State Constitution limits the manner in which funds may

be distributed to religious organizations. For further guidance, contact the Director of Financial Management at 573-751-4420.

A partnership may take a number of different forms. However, in each case, the partners **must** clearly define their respective roles and functions, identify the partner that will serve as the fiscal agent, and agree in writing to any required assurances and authorizations.

- 1.3.4 Although an attempt has been made to provide accurate and up-to-date information, DESE does not warrant or represent that the background information provided herein reflects all relationships or existing conditions related to this IFB.

1.4 Even Start Funding Information

1.4.1 2004-2005 Funding Information

High Award - \$200,000

Low Award - \$52,500

\$3,515,020/ 26 projects = \$135,193 average per project

6 first year projects applied / 1 first year project funded = 17% funded ratio

2 fifth & eleventh year projects applied / 2 fifth & eleventh year projects funded = 100% funded ratio

- 1.4.2 Maximum Award Amount: \$200,000 for first year applicants, continuation grants please see the application. Minimum Award Amount: \$75,000 for first through eighth year. Minimum Award Amount: \$52,500 for ninth and subsequent years.

- 1.4.3 We anticipate awarding between 3 to 5, first, fifth, or twelfth year projects for 2005-2006.

2. GENERAL GUIDELINES

2.1 Fiscal and Compliance Audits

- 2.1.1 All contractors **must** arrange for an independent audit of their records, at least biennially, and provide a copy of the audit to the DESE by October 31 following the audit period.

2.2 Application

- 2.2.1 Funds **shall** not be obligated for a given year until July 1 or the date a substantially approvable application is received by DESE, whichever comes later. The program **must** operate year round.

2.3 Amendment

- 2.3.1 Programs may amend the approved budget throughout the year. DESE will not accept any written requests for pre-approvals. You are allowed to move around 10% of your total budget within the budget categories without submitting an amendment. No amendment would be needed to move money within the category between budgeted items. You may not add any new activities to the budget.

2.4 Obligation of Funds

- 2.4.1 Contractors may use grant funds only for obligations made during the grant period. The following table shows when an obligation is made for various kinds of property and services.

If the obligation is for -	The obligation is made -
<ul style="list-style-type: none"> Rental of real or personal property Personal services by an employee of the contractor Personal services by a contractor who is not an employee of the contractor Performance of work other than personal services Public utility services Travel 	<ul style="list-style-type: none"> When the contractor uses the property When the services are performed On the date in which the contractor makes a binding written commitment to obtain the services* On the date in which the contractor makes a binding written commitment to obtain the work When the contractor receives the services When the travel is taken

* If this commitment is made before the grant period, the contractor **must** include in the commitment letter or contract the following type of statement: "The provision of payment for these services is contingent on the availability of federal funds and approval for the use of those funds by DESE."

2.5. FINANCIAL REQUIREMENTS

- 2.5.1 The contractor **must** maintain financial and accounting records and evidence pertaining to the contract in accordance with generally accepted accounting principles and other procedures specified by the state. These records **must** be made available at all reasonable times to the State agency and/or its designees during the contract period and any renewal period, and for three (3) years from the date of final payment on the contract or contract renewal period.
- 2.5.2 The contractor **shall** permit governmental auditors and authorized representatives of the State to have access for the purpose of audit or examination of any of the books, documents, papers, and records of the contractor's recording receipts and disbursements of any of the funds made available to the contractor under the contract at any reasonable time. The contractor further agrees that any audit exception noted by governmental auditors **shall** not be paid by the state agency and **shall** be the sole responsibility of the contractor, provided that it may contest any such exception by any legal procedure it deems appropriate and that the state agency will pay the contractor all amounts which may ultimately be held entitled to receive as a result of any such legal action.
- 2.5.3 The contractor **shall** agree and understand that DESE will make payments based on DESE's allotment of federal funds.

The contractor **must** insure that all services have been provided or obligated prior to submitting an invoice to the state agency for payment/reimbursement from the state agency.

The contractor **shall** agree and understand that any amount funded per the contract is subject to appropriations made by the General Assembly and signed into law by the Governor. In addition, the total budget amount described herein is also subject to reduction by the state agency when deemed in the best interest of DESE. Therefore, DESE does not guarantee that any amount of funds will be spent in accordance with the contract.

2.6 Reporting & Payment Information

- 2.6.1 The firm, fixed price **shall** constitute the total amount due the contractor for all services specified in the requirements of this document unless services are specifically listed as reimbursable in the paragraph related to reimbursements below.

On the face of each invoice, the contractor **must** identify the vendor name, tax identification number, invoice number, and the approved invoice amount.

The contractor **shall** understand and agree the state will make all contract payments to the contractor through electronic funds transfer (EFT). Therefore, prior to any payments becoming due under the contract, the contractor **must** return a completed state Vendor ACH/EFT Application which is downloadable from the following website: <http://www.oe.mo.gov/purch/vendorinfo/vendorach.pdf>. Each contractor invoice **must** contain an unique invoice number. The invoice number will be listed on the state's EFT addendum record to enable the contractor to properly apply state payments to invoices. The contractor **must** comply with all other invoicing requirements stated in the IFB.

Upon receipt and approval of a properly prepared monthly invoice **and all required reports and documentation**, the state agency **shall** pay the contractor the firm fixed price according to the payment schedule.

If the deadline requirements stated in section 2.1.1 are not met, all monies received **must** be returned to DESE no later than January 1, 2006.

- 2.6.2 To receive final payment a final expenditure report **must** be submitted on May 15. If needed, a revised report is due no later than thirty (30) days after the ending date of the project. All project bills **must** be paid before submission of the revised report. The final payment of cash due will be transmitted ONLY upon receipt and approval of this report.

Cumulative transfers among approved object codes may not exceed 10 percent of the currently approved total budget within each of the approved programs. Expenditures in excess of the approved budget or of the allowable variations are the responsibility of the contractor.

- 2.6.3 In addition to the invoice and the final expenditure report Even Start Family Literacy requires other reports that include: quarterly reports, local independent evaluations, and data collection forms. Even Start Quarterly Reports are due quarterly. The data collection forms are due no later than 30 days after the ending date of the project. Local independent evaluations are due 30 days after the ending date of the project.

2.7 Record Keeping

- 2.7.1 All records **must** be retained:
- for three years after the close of the fiscal year in which funds were expended
 - until any pending audits have been completed
 - until all findings and recommendations arising from audits or monitoring have been completely resolved

2.8 Accounting Requirements

- 2.8.1 Separate and identifiable accounting records for receipts and expenditures **must** be maintained. Records of both obligations and expenditures are to be kept separately by expenditure code. If staff is paid with grant funds (stipends for workshop attendance or hourly rates for out-of-contract time), there **must** be documentation of time for payment purposes (sign-in forms for workshops and hours listed for out-of-contract time).

The contractor **must** not combine funds under Titles I, II, III, IV, VI, Migrant Education Program, and Even Start Family Literacy Program, except as they are used in an administrative pool or a schoolwide program. When funds are used in an administrative pool or a school wide program however, the contractor **must** develop a separate source code for reporting expenses to each of these fiscal strands.

2.9 Revenue Codes

- 2.9.1 The following revenue code for Even Start Family Literacy funds received from the federal government through the Department of Elementary and Secondary Education is:

The Revenue Code is 5476.	CFDA Number is 84.213C
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2.10 Inventory Control

- 2.10.1 All materials and capital outlay costing \$1,000 or more per unit/set are subject to specific inventory management and control requirements as follows:

1. Items acquired using federal or state monies **shall** be physically marked by source of funding.
2. Inventory **must** be current and available for review and audit. The following information **must** be included:
 - a description of the property, including manufacturer's model number, if any
 - manufacturer's serial number or other identification number
 - identification of the funding source under which the property was acquired
 - acquisition date and unit cost
 - source of property (company name)
 - percentage of federal funds used in the purchase of the property
 - present location, use, condition of the property, and date the information was reported
 - all pertinent information on the ultimate transfer, replacement, or disposition of the equipment
3. Inventory **must** be updated as items are purged or new purchases are made.
4. Adequate safeguards **must** be in effect to prevent loss, damage, or theft of the property. Any loss, damage, or theft **must** be investigated and fully documented. The contractor is responsible for replacing or repairing lost, damaged, destroyed, or stolen property. If stolen property is not recovered, the contractor should submit copies of the investigative report and insurance claim to DESE. Replaced equipment is automatically considered discretionary grant equipment and should be inventoried accordingly.
5. Adequate maintenance procedures **must** be implemented.
6. A physical inventory of items **must** be taken and the results reconciled with the inventory records at least once every two years.

2.11 Disposition of Capital Outlay

- 2.11.1 Equipment is all property costing over \$1,000 that is electrical or mechanical in nature and which would normally be repaired instead of discarded or replaced. Equipment with an acquisition cost of **less than \$2,000** which is at least five years old and no longer effective may be purged or transferred to the contractor at no cost upon DESE approval. Records of transferred equipment **must** be retained for three years from date of transfer. The written request to purge or transfer **must** include:
- item
 - date of acquisition
 - original cost
 - reason for purge or transfer
 - anticipated use

Contractors **must** request from DESE disposition instructions for capital outlay with an acquisition cost of **\$2,000 or more** per unit.

Contractor given permission to purge equipment less than five years old will not be given approval to purchase similar equipment until the five-year period has ended.

2.12 Student Privacy and Social Security Numbers

- 2.12.1 The Privacy Act of 1972, among other things, established the criteria by which an organization can legitimately request certain kinds of personal information from its patrons. In the case of Social Security numbers, the law is interpreted to mean that any organization or agency wishing to use this number **must** have a legitimate reason for doing so. Employers, for example, may require it in order to comply with reporting obligations to the Internal Revenue Service.

Since public contractors have no such obligations, that is, no legitimate reason for having the number, they may **not** require or even suggest students provide a Social Security number to enroll in school. While having the number may be a convenience, requiring it is in clear violation of the law. Attachment A contains the Guidelines Regarding The Use of Social Security Numbers.

Certain entities with which many schools are associated can and do legitimately require Social Security numbers. Two common ones are social services, such as Medicaid, and college and university scholarship sources. In these cases, schools can explain the reasons for using Social Security numbers, and instruct the student or parent wishing to apply for the service to do so directly, *without giving the number to the school*. Some other services used by schools, such as the state Dropout Hotline, request Social Security numbers but cannot require them; here again the number is used as a convenience.

In summary, schools should take the following steps to ensure that no one is discouraged from enrolling in public school:

- Remove all blanks for Social Security numbers from enrollment forms and other school documents.
- Instruct all district staff, both professional and support, that Social Security numbers are not required of students to enroll in school, *or to apply for and receive free or reduced lunches*.
- Refrain from asking for any other information or documents that can be tied to U.S. residency.

2.13 Control of Public Funds

- 2.13.1 The public contractor controls funds, employment, and contracts used to provide services to nonpublic students. Services **shall** be provided by employees of a public agency or through contract with an individual, association, agency, or organization independent of the private school and any religious organization. The district makes the final decision with respect to the services provided to nonpublic children with funds from the federal or state discretionary programs.

2.14 Complaint Resolution Procedure

- 2.14.1 Contractors **must** have board-adopted, written procedures to resolve allegations of violations of requirements under the federal or state programs. The procedures should be made known and a copy maintained in each building. DESE has adopted written procedures in the event that a complainant disputes a contractor decision. Contractors **must** disseminate, free of charge, adequate information about the complaint procedures to parents of students and appropriate private school officials or representatives. Copies of these procedures are available upon request to the Director of the Federal Discretionary Grants Section.

2.15 Suspension of Approval

- 2.15.1 When DESE finds that a contractor receiving funds under a federal or state program has failed to comply with legal requirements or with the approved application, corrective action **must** be taken immediately and documentation **must** be submitted to DESE within a reasonable period of time (generally within two months). Failure to respond adequately will result in either or both of the two following actions:
- suspension of further payments for the noncompliant program until appropriate documentation is provided
 - denial of the use of funds for all or part of the cost of the program activity not in compliance.

2.16 School Buses

- 2.16.1 School buses are the safest way of transporting children since buses are designed with special safety features called compartmentalization. Compartmentalization is a passive crash protection system that includes strengthened bus bodies, close spacing of the seats, padded, flexible, and higher seat backs.
- 2.16.2 Contractors may use district-owned buses or contract with a school bus company to provide the transportation service. The school bus contractor **must** comply with all state statutes and State Board of Education regulations that govern transportation by Missouri public contractors.

2.17 Pupil Transportation in Vehicles Other Than School Buses

- 2.17.1 PURPOSE: Section 304.060, RSMo, authorizes vehicles other than approved school buses to be used for transportation of students. This rule establishes standards for transportation in vehicles other than approved school buses.
 - (1) Requirements for transportation of students in vehicles designed for transporting more than ten (10) passengers including the driver.
 - (A) After July 1, 2001, newly purchased, newly leased, newly placed into service, newly contracted vehicles or vehicles replaced under contracted services with a rated capacity, as defined by the manufacturer, to carry more than ten (10) passengers including the driver that are used to transport students to or from school or to transport students to or from any place for educational purposes or school purposes **shall** meet state and federal specification and safety standards applicable to school buses. Contract common carriers meeting federal Department of Transportation standards may be used for field trips as outlined in section (3) of this rule.
 - (2) Requirements for transportation of students in vehicles designed for transporting ten (10) passengers or less including the driver.
 - (A) The number of passengers, including students and driver, that may be transported at any one (1) time **shall** be limited to the number the manufacturer suggests as appropriate for that vehicle in accordance with section 304.060, RSMo, or if not posted in the vehicle, then limited to the number of seat belts in the vehicle.
 - (B) The driver and each passenger **shall** be properly secured with the appropriate seat restraint at all times while the vehicle is in motion.
 - (C) Motor vehicles designed for enclosed passenger transportation may be used subject to approval by the local board of education.
 - (D) Motor vehicles **shall** be licensed according to law and **shall** display a current state safety inspection sticker.
 - (E) The driver of a district owned or district contracted vehicle **shall** have a valid Missouri operator's license for the motor vehicle and comply with section 302.272, RSMo, and 5 CSR 30-261.010(2)(A)1-3, not to include a parent or guardian transporting only their children under a written contract with the district and who is not compensated by the district. The parent or guardian **shall** have a valid Missouri operator's license for the vehicle operated as per 5 CSR 30-261.010(2)(A).
 - (F) The driver of a privately owned vehicle who is not compensated by the contractor to transport students to and from school or school related events **shall** have a valid Missouri operator's license for the vehicle operated as per 5 CSR 30-261.010(2)(A). This **shall** include any person who transports school children as an incident to employment with a school or contractor, such as a teacher, coach, administrator, secretary, school nurse, or janitor unless such person is under contract with or employed by a school or contractor as a school bus operator as per section 302.010 (19), RSMo. Compensation **shall** be defined for the purpose of this section as any reimbursement received by the driver that exceeds the average cost of operating a car per mile as established by the American Automobile Association.
 - (G) Motor vehicles **shall** have liability insurance coverage in accordance with section 537.610, RSMo, and as required by the local board of education.
 - (H) When transportation service in motor vehicles other than those licensed as school buses is contracted, there **shall** be a written contract between the district and the individual or firm providing the service.
 - (3) Requirements for Transportation of Students in Authorized Common Carriers.

(A) Authorized common carriers **shall** only be used to transport students to and from field trips or other special trips for educational purposes and **shall** not be used to transport students to and from school. Authorized common carriers, as used in this rule, are over-the-road intercity-type coaches equipped with reclining seats, air conditioning and restroom facilities, and holding authority from the Missouri Department of Economic Development, Division of Motor Carrier and Railroad Safety, or the Federal Motor Carrier Safety Administration.

(B) There **shall** be a written contract between the district and individual or firm providing the vehicle.

(C) All contracts with authorized common carriers **shall** include:

1. Proof of liability insurance in the amount of five (5) million dollars per accident; and
2. Proof of safety inspection and compliance with applicable federal Motor Carrier Safety Regulations.

(D) The driver of an authorized common carrier **shall** hold a valid Missouri commercial driver's license or a similar license valid in any other state and **shall** comply with all applicable driver qualifications of the federal Motor Carrier Safety Regulations.

If you have any questions regarding the above information, refer to the School Transportation Administrator's Handbook found on the following website:
<http://dese.mo.gov/divadm/trans/adminhandmenu.html>

3. EVEN START FAMILY LITERACY COMPONENTS

- 3.1 An Even Start Family Literacy program **must build on and not duplicate** existing resources. This program will coordinate the available resources and add needed services to provide comprehensive, integrated services of sufficient intensity and duration to make sustainable changes in a family.

The hours suggested for each program element listed below are standards set by the state of Missouri based on Federal requirements.

A quality program will meet or exceed the following standards.

- 3.2 **Adult Literacy (60 hours per month):** The Adult Literacy component **must** include basic literacy skills, basic academic skills, and preparation for the General Education Development (GED) diploma. The adult literacy component **must** be provided in collaboration with established Adult Education and Literacy (AEL) program serving the area. Instruction and materials for the Adult Education component of the program can be supplemented with Even Start funds. The most important source of funds for the adult component of a family literacy program is the Adult Education and Family Literacy Act. The three most common types of instruction supported through adult education grants are: Adult Basic Education (ABE) for basic literacy services for adults whose skills are below the eighth-grade level; Adult Secondary Education (ASE) for services designed to prepare students to obtain a high school equivalency diploma; and English Language Learner (ELL) for services for adults with limited English proficiency. The Adult Literacy component should be offered a minimum of 60 hours per month. Student progress will be assessed regularly and frequently and compared to literacy levels at program entry. Instruction and assessment will promote: achievement in reading, writing, language acquisition, problem solving and numeracy; receipt of high school diploma or GED; or entry into post-secondary education, job retraining or employment or career advancement. Program format, schedule, location, entry options, and support services (such as Early Childhood Education and transportation) will reflect the needs of learners. Assessments included in the evaluation database are: Test of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS).
- 3.3 **Early Childhood Education (80 hours per month):** The Early Childhood Education component **must** be developmentally appropriate for the ages of children served and may be provided only while the parents are attending the Even Start components of adult literacy, parenting education, and Parent and Child Together Time (PACT), so the need for early education is not a barrier to parental participation. Appropriate early education services **must** be provided for children ages birth through the age of seven and should be offered a minimum of 80 hours per month. Even Start projects **must** teach research-based early reading skills for preschool age children, to ensure that those children enter school ready to learn to read. For school-age children, Even Start projects **must** provide supplemental research-based instruction to ensure that those children succeed in school. The physical environment, adult-child ratio, and staff certification will all meet or exceed minimum required standards for certification and licensure.

Curriculum design and classroom environment will be language rich and interactive, will nurture development of problem-solving skills and will provide opportunities for child-initiated learning. A commitment to continuity of quality education will be reflected in the program's recognition of Early Childhood staff as professionals deserving of a living wage, health insurance, and on-going training and educational opportunities. Assessments included in the evaluation database are: Preschool Language Scale, Fourth Edition (PLS-4) or Peabody Picture Vocabulary Test – Third Edition (PPVT-III).

- 3.4 **Parenting Education (20 hours per month – 8 hours must be literacy based grounded in Scientifically Based Reading Research (SBRR)):** The parenting education component will maintain a literacy focus. This component reinforces efforts in all other components and should be a minimum of 20 hours per month. Parenting Education will provide information, instruction, and support for parents regarding how to be their child's first teacher and full partner in the education of their children. Current resources for parenting education include the state-funded Parents As Teachers (PAT) program, which provides services for families with pregnant teens and children birth to age five (5) and the voluntary Practical Parenting Partnerships (PPP) program, which provides parenting education for parents who have children in elementary school through high school.
- 3.5 **Parent and Child Together Time (PACT) (20 hours per month – 12 hours must be literacy based grounded in SBRR):** A regularly scheduled time **must** be built into the Even Start schedule when parents and children work together on educational activities. This component should be offered a minimum of 20 hours per month. PACT time consists of regularly scheduled opportunities for parents and their children to play and work together as a way to promote literacy and language development. PACT activities build adult understanding of the critical role parents play in positive adult-child interactions. During PACT time staff will provide parents with materials and techniques to support their children's learning in the home as well as education and encouragement for parents in their role as advocates in their child's formal education experiences. This will be time when the Even Start staff can model learning strategies and observe the progress being made in parent/child interaction. This component reinforces efforts in all other components.
- 3.6 **Home-Based Activity (One visit per month):** Visits can be completed by the adult educator, the PAT parent educator, or by an Even Start Family Literacy educator who is PAT-trained or PPP-trained. This component reinforces efforts in all other components. Recognizing that some families may require a transition period before they are comfortable with and committed to home visits, alternate locations such as libraries, can be utilized temporarily if the family is initially uncomfortable with the visit occurring in the home. Home visitors will demonstrate sensitivity to family culture and respect family boundaries. Ideally, home visitors will speak the first language of the family or involve collaborators who share linguistic and cultural backgrounds of the family. Home visitors will utilize materials and approaches appropriate to the family and will seek transfer of home visit activities to daily interactions between parent and child. A minimum of one visit per month will be scheduled for each participant for every month he/she participates in the Even Start program.

4. LOCAL ADMINISTRATION

- 4.1 **Program Elements :** Each local Even Start program is a complex project comprised of many different elements that when added, should equal more than the sum of each individual element. The fifteen statutory required program elements for Even Start projects, primarily grounded in research and national evaluation data, are intended to ensure that projects offer high-quality services so that all participating families can achieve their literacy goals. (Section 1235 of the ESEA.)

It is important to note that all Even Start projects funded both before and after the December 21, 2000 LIFT Act reauthorization are subject to that law's new requirements and, therefore, **must** be implementing all fifteen required program elements.

These program elements clarify the methods for the best implementation of the four Even Start core requirements -- early childhood education, adult literacy (adult basic and secondary-level education and/or instruction for English language learners), parenting education, and interactive literacy activities between parents and their children -- and the activities needed to support successful programs. An elaboration of each program element is provided below.

1. **Identification and Recruitment of Families Most In Need of Even Start Services.** Each project **must** identify and recruit families most in need of Even Start services, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators.
2. **Screening and Preparation of Participants.** Each project **must** screen and prepare parents (including teenage parents) and children to enable such parents and children to participate fully in Even Start activities and services.
3. **Flexible Scheduling and Support Services.** Each project **must** be designed to accommodate participants' work schedules and other responsibilities. This includes providing support services, when such services are unavailable from other sources, which are necessary for full participation in the Even Start program. Flexibility in scheduling classes in order to optimize family participation and retention is especially critical given the demands of work participation requirements for public assistance, as is providing support services such as transportation, early childhood education, and meals.
4. **High-Quality, Intensive Instructional Programs.** Each project **must** provide high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood services, and preparation of children for success in regular school programs. Each of the four core components is considered an instructional program.
5. **Staff Qualifications.** (Section 1235(5)) Each project **must** meet the following staff qualification requirements for staff whose salaries are paid in whole or in part with Even Start funds. Staff who are not paid with Even Start funds, such as staff supported by collaborators or partners, are not subject to the requirements of this program element.

Staff providing academic instruction

Instructional staff are considered those staff members who provide instruction in the four core Even Start components.

All instructional staff – by December 21, 2004, a majority of the individuals providing academic instruction:

1. **must** have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education; and

New instructional staff who are hired to work in Even Start projects **must**, when they are hired:

1. have obtained an associate's, bachelor's, or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education.
6. **Staff Training.** Each project **must** train staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of Even Start instructional services offered.
7. **Home-Based Instructional Services.** Each project **must** provide and monitor integrated instructional services to participating parents and children through home-based services. These services should be designed to improve the literacy skills of parents or their children, or both, and communicate the message that the home is a child's first classroom, just as the parent is a child's first teacher.
8. **Year-Round Services.** Each project **must** operate on a year-round basis, including the provision of some program services, instructional and enrichment, during the summer months. This allows families to receive continuous opportunities to improve their learning and avoid the drop-off in achievement that often occurs during long breaks or vacations. Therefore, the families served during the summer should be the same families served during the school year.

9. **Coordination with Other Programs.** Each project **must** coordinate with relevant programs, such as Title I, Part A, Early Reading First, Reading First, Migrant Education, 21st Century Community Learning Centers, Head Start, and volunteer literacy programs. Local projects **must** also coordinate with any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and Title I of the Workforce Investment Act of 1998, and any other relevant programs.
10. **Instructional Programs Based on Scientifically Based Reading Research.** Each project **must** use instructional programs based on scientifically based reading research for children and adults, to the extent such research is available. The underlying premise of basing instructional programs on scientifically based reading research is that using strategies and techniques that are demonstrated to be effective through the application of scientific research methods will give districts and schools a higher probability that children enter school prepared to learn to read and adults significantly improve their literacy and help their children succeed in school.
11. **Attendance and Retention.** Each project **must** encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals.
12. **Reading Readiness Activities Based on Scientifically Based Reading Research.** Each project **must** base its reading readiness activities for preschool children on scientifically based reading research to the extent available, to ensure children enter elementary school ready to learn to read.
13. **Continuity of Services.** (Section 1235(13)) Each project **must** promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes.
14. **Providing Services to Families Most In Need.** (Section 1235(14)) Each project **must** ensure that the program will serve those families most in need of Even Start activities and services.
15. **Local Independent Evaluation.** (Section 1235(15)) Each project **must** provide for an independent evaluation of the program that it will use for program improvement. The independent evaluation generally is conducted annually and provides critical data and information to the local program on the performance of each family, as well as on the quality of the implementation of the core components and program elements. The project **must** use the data and information for participant progress monitoring and continuous program improvement to lead to better participant outcomes.

Although not included as a program element, each project **must** also provide services for at least a three-year age range of children, which may begin at birth. The Department encourages projects to serve the full age range (0 through 7), if they have the capacity to do so.

5. OTHER COLLABORATIONS NECESSARY FOR AN EVEN START FAMILY LITERACY PROGRAM

- 5.1 **Employment Security:** Missouri Department of Labor and Industrial Relations, Division of Employment Security refers families to the Even Start program. The Division assists these parents who complete the adult education component in their job search.
- 5.2 **Head Start:** The Federal government's largest commitment to preschool-age children provides health, education, nutrition, social, and other services to economically disadvantaged preschool children and their families. Most Even Start programs not only coordinate with Head Start, but actually build on Head Start services. Parental involvement has always been a focus of the Head Start Act and requires programs to develop a plan to offer (directly or through local entities) family literacy services and parenting training skills to parents of participating children.

- 5.3 **Literacy Organizations:** Many communities have local volunteer organizations that work to improve the educational level of Missouri's adults. These organizations should be included in the Even Start collaboration and may provide valuable tutoring services to parents in Even Start programs.
- 5.4 **Project Construct:** Project Construct is an early childhood program developed and sponsored by the Department. It is a process-oriented curriculum and assessment framework for working with children ages three through seven. Project Construct also provides professional development for elementary educators. Materials and training are available to Even Start projects that choose Project Construct for the early childhood component.
- 5.5 **Parents As Teachers (PAT):** Every contractor in Missouri has implemented Parents As Teachers and funding is available through the Department. The program provides for periodic developmental screening for all children from birth to kindergarten entry and parent education for parents with children under kindergarten entry age. Many of the activities included in Parents As Teachers are home-based. Materials and training are available to Even Start projects to use as part of their parenting education component.
- 5.6 **Special Education:** The Effective Practices Section of the Department funds a special education preschool program for children ages three and four. This program will be available to Even Start families through the contractor. The Department also serves as the lead agency for First Steps, a program for infants and toddlers that identifies infants with disabilities and assigns a service coordinator to the family. The service coordinator helps the family identify and make use of all the services available to the children and the family. Even Start programs will have access to the resources of First Steps for those families with children who qualify for First Steps services. Both of these programs support family involvement and can collaborate with Even Start to provide needed services to Even Start families with special needs children.
- 5.7 **Title I, ESEA – Improving the Academic Achievement of the Disadvantaged:** The purpose of the Title I program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. Children from preschool through Grade 12 who are residents of attendance areas with high concentrations of low-income families and whose achievement is below that expected of a student of the same age and/or grade placement may participate in Title I programs. Schools with a free/reduced lunch count of 40 percent or more may request to serve all students. Schools with less than 40 percent free/reduced lunch count **must** target services to educationally disadvantaged students identified through multiple criteria. Title I provides funds to public contractors to implement supplementary instruction for low-achieving students living in attendance areas with high concentrations of low-income families. Programs should assist eligible students to reach the same high standards as all other students are expected to reach. Title I may promote Schoolwide reform and ensure the access of children to effective scientifically based instructional strategies and challenging academic content. Title I should elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development. It should also afford parents substantial and meaningful opportunities to participate in the education of their children. An LEA **must** reserve at least one percent of their Title I, Part A allocation for parent involvement activities, including family literacy and parenting skills, unless the one percent equals \$5,000 or less. Part A of Title I funds may also be used for preschool programs for educationally disadvantaged children who reside in high poverty areas.
- 5.8 **Title II.A, ESEA – Preparing, Training, and Recruiting High Quality Teachers and Principals:** This program prepares, trains, and recruits high quality teachers and principals to improve student achievement in core academic areas. Elementary and secondary teachers and administrators in public and nonpublic schools and public school students in K-12 grades may participate in this program. Funds are granted to the contractor to provide professional development/training for teachers and principals in the core subject areas in elementary or secondary schools in both public and nonpublic schools within the district. Funds may also be used to hire additional teachers to reduce class sizes in the public schools.

- 5.9 **Title II.D, ESEA – Enhancing Education Through Technology:** Title II.D supports local and statewide efforts in integrating technology in elementary and secondary school curricula and instruction to improve student academic achievement. Children from preschool through grade 12 and teachers and administrators in elementary and secondary schools may receive services from this program. Title II.D provides funds for public contractors to receive professional development in effectively integrating technology in their curricula and instruction. Twenty-five percent of funds **must** be used for this professional development with the remaining to be used for this professional development and/or technology resources. Technology is to promote parent and family involvement in education and communication among students, parents, and school staff.
- 5.10 **Title III - Language Instruction for Limited English Proficient and Immigrant Students:** The purpose of this program includes assisting SEAs and LEAs to build their capacity to establish, implement, and sustain language instruction education programs for limited English proficient children and to promote parental and community participation in language instruction.
- 5.11 **Title IV.A, ESEA - Safe and Drug-Free Schools and Communities:** The Safe and Drug-Free Schools and Communities (SDFSC) Program establishes, implements and/or continues locally appropriate violence and drug abuse prevention programs for students, schools, and communities. Public and nonpublic students, grades pre-kindergarten through grade 12, school staff and community members may participate in this program. The SDFSC program provides grants to local contractors for the purpose of developing and implementing or for improving school-based drug abuse and violence prevention education programs, family and community-based programs, and other educational programs to prevent drug abuse and to provide a safe and disciplined environment conducive to learning. Programs implemented **must** comply with the six Principles of Effectiveness.
- 5.12 **Title V, ESEA – Promoting Informed Parental Choice and Innovative Programs:** Title V program supports local and statewide reform efforts and promising educational reform programs to provide a continuing source of innovation and educational improvement to meet the special educational needs of at-risk and high cost students, and to develop and implement education programs to improve school, student, and teacher performance. Participants in Title V programs may be selected at the discretion of local contractors. The purposes of Title V are: (1) to support local education reform efforts which are consistent with and support statewide education reforms efforts; (2) to provide funding to enable State educational agencies and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research; (3) to provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials; (4) to meet the educational needs of all students, including at-risk youth; and (5) to develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class-size reduction programs.

6. ELIGIBLE APPLICANTS

- 6.1 An Even Start Family Literacy application **must** be a **partnership** between:
- A. one or more Local Education Agency (LEA); and
 - B. one or more nonprofit community based organizations, public agency (ies) other than an LEA, institution(s) of higher education, or public or private organization(s) other than an LEA of demonstrated quality. **Note:** The Missouri State Constitution limits the manner in which funds may be distributed to religious organizations. For further guidance, contact the Director of Financial Management at 573-751-4420.
- 6.2 A partnership may take a number of different forms. However, in each case, the partners **must** clearly define their respective roles and functions, identify the partner that will serve as the fiscal agent, and agree in writing to any required assurances and authorizations.

7. ELIGIBLE PARTICIPANTS

- 7.1 Even Start Family Literacy participants **must** have at least one eligible parent and one eligible child, as described below, participating together.

PARENTS: TO BE ELIGIBLE, AN ADULT **MUST** BE THE “PARENT” OF AN ELIGIBLE CHILD AND EITHER BE:

- 1) eligible to participate in adult basic education programs under the Adult Education and Family Literacy Act; or
- 2) within the State’s compulsory school attendance age range, so long as the LEA provides or ensures the availability of the basic education component as required by statute. A teen parent has to be considered most in need of the Even Start Family Literacy services.
- 3) attending a secondary school

Eligible Participants under the Adult Education and Family Literacy Act are individuals:

- 1) who have attained 16 years of age;
- 2) who are not enrolled or required to be enrolled in secondary school under State law; and
- 3) who--
 - i. lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - ii. do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - iii. are unable to speak, read, or write the English language.

- 7.2 The definition of “parent” includes a biological or adoptive parent, or a legal guardian or other person standing “in loco parentis.” “In loco parentis” means a person acting in place of a parent or legal guardian and may include a grandparent, stepparent, aunt, uncle, older sibling, or other person either (1) with whom the child lives or (2) who has been designated by a parent, legal guardian, or by the court to act in place of the parent, legal guardian, or the court.

- 7.3 Children: A child or children from birth through the age of seven of any individual described above.

8. CONTINUING FAMILY ELIGIBILITY

- 8.1 Families generally may participate in Even Start Family Literacy Program services until all family members become ineligible for participation. In the case of families who enter into the program with children ages birth through seven, when the parent has achieved his or her educational goals, the family continues to be eligible until all children in the family reach age eight. In contrast, if all children in a family have reached the age of eight and the participating parent has not achieved his or her educational goals, the family continues to be eligible for two more years until the youngest participating child is 10 years old or until the parent is no longer eligible for adult education services under the Adult Education and Family Literacy Act, whichever occurs earlier. In both situations, if a family chooses to continue participating in Even Start under the provisions for continuing family eligibility, the family **must** participate in all remaining appropriate Even Start services (parenting education, interactive parent and child literacy activities, home visits) until the family exits the program.

- 8.2 If the Even Start program collaborates with a Title I, Part A program and Part A contributes funds to the Even Start program, families are eligible and may participate in the Even Start program until the parent reaches his or her educational goals, regardless of the age of the child. However, the focus of the local program **must** continue to remain on serving families with young children. Family ineligibility in this situation occurs when the parent attains his or her educational goals.

9. NONPUBLIC CONSULTATION AND PARTICIPATION

- 9.1 Applicants for the Even Start program **must** consult with the nonpublic schools in their geographic area prior to submitting the grant. Services to nonpublic school children **must** be performed on public or neutral grounds if applicable to a specific discretionary program. The Constitution and laws of the State of Missouri and federal laws apply. If you have specific questions about the participation of private school children and educators, please call the Director of Financial Management at (573) 751-4420.
- 9.2 In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies **shall** consult with appropriate private school officials in the geographic attendance area of the Even Start site. This consultation **must** occur during the design and development of the program under this Act and before the grant application is submitted to DESE, on issues such as:
- (A) how the children's needs will be identified;
 - (B) what services will be offered;
 - (C) how and where the services will be provided; and
 - (D) how the services will be assessed.
- 9.3 Timing - Such consultation **shall** occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.
- 9.4 Discussion required - Such consultation **shall** include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.
- 9.5 Contractors/agencies **must** contact the nonpublic schools that have submitted a nonpublic school registration to DESE and are within the geographic attendance area of the Even Start project. If the nonpublic schools fail to respond, contractors/agencies may send a certified letter as proof that they made an effort to contact the nonpublic school. Contact the Director of Financial Management at 573-751-4420 if there is a problem contacting the nonpublic schools.

10. ALLOWABLE USES OF FUNDS

- 10.1 Even Start Family Literacy funds **must** be used only to supplement, not supplant, the level of funds that would be made available from nonfederal sources in the absence of these funds. These funds **must** be used to expand the educational opportunities for individuals in the Even Start Family Literacy Program and should not be used to fund basic education services that are required by state law. Even Start funds may fund parent meetings and/or support groups for Even Start parents in addition to those that Parents As Teachers (PAT) and/or Practical Parenting Partnerships (PPP) provide.

It may be helpful to pay the AEL teacher a stipend from Even Start funds for training. The teacher may receive a stipend for time spent with the staff to integrate services and curriculum for families. Even Start funds may supplement existing adult literacy programs with additional activities or at the time when the enrollment becomes so low that the regular ABE program would close the site. The district is responsible for providing AEL services as a state requirement and is responsible for the teachers' salary.

11. BUDGET CATEGORY SUMMARY

- 11.1 6100 *Salaries* - Amounts paid for full- and part-time employees of the contractor, including:
- full- and part-time certificated teachers
 - substitute teachers
 - supplemental pay, or pay for out-of-contract time for Even Start Family Literacy Activities
 - full- and part-time non-certificated employee pay
 - unused sick or severance pay for non-certificated employees

6200 *Employee Benefits* - Amounts paid by the contractor on behalf of employees over and above the gross salary; not paid directly to employee. Benefits include:

- teacher and non-teacher retirement
- Old Age, Survivors and Disability Insurance (OASDI) and Medicare
- employee insurance (e.g., dental, life)
- worker's compensation
- unemployment compensation
- other employee-provided services

6300 *Purchased Services* - Amounts paid for personnel not on the contractor's payroll, and for services required by the contractor/agency. Such services may be purchased from another contractor. The following may fall under this category:

- professional and technical services (e.g., architectural, legal, dental, for attendance at staff meetings, mental health, health, etc.)
- instructional (not covered by other programs such as adult education, Parents As Teachers)
- pupil and staff services
- property services (e.g., cleaning, repairs, maintenance)
- transportation (contracted and non-contracted)
- staff travel
- insurance (other than employee benefits)
- communication (e.g., advertising, printing)
- other (e.g., contracted food services)
- instructional (not covered by other programs such as adult education, Parents As Teachers)
- participants, program staff, and collaborating agencies staff services
- audit, local evaluation, participation in national evaluations, the Even Start Family Literacy Program Information System, data processing, and like services
- building leases/vehicle leasing

6400 *Supplies and Materials* - Amounts paid for expendable items that are consumed, worn out, or which become part of more complex units or substances. These include:

- general supplies, including freight and cartage
- free and regular textbooks
- library books, periodicals, resource materials
- food (items usually claimed on the School Food Service Reimbursement form)
- energy (electric, gas, oil)
- other supplies and materials

6500 *Capital Outlay* - Expenditures for the acquisition of fixed assets or additions to fixed assets. Capital outlay is considered to be an object that is purchased. Unit cost **must** be over \$1,000. It covers:

- improvements of ground
- regular equipment
- instructional equipment
- vehicle leasing
- can be budgeted for minor remodeling of a facility that will be used for the program activities

11.2 Detailed expenditure object code descriptions may be found in the Missouri Financial Accounting Manual, PROCEDURE NO: CDE-407, Revised July 1997.

12. FUNDING

12.1 The minimum Even Start (Federal) portion of the budget **must** be at least \$75,000 and not exceed \$200,000 for new first-year grantees. The minimum Even Start (Federal) portion of the budget **must** be at least \$52,500 for ninth through subsequent years. For each application, the funds listed in the match column **must** be in addition to the Even Start portion and **must** be equal to the percentage required for the grant year.

- 12.2 The Even Start Family Literacy regulations require the project to match funds with a steadily decreasing maximum Federal share according to the following table:

Years	Even Start (Federal) portion	Remaining Matching Funds	Compete / Renew
1	90%	10%	Compete
2	80%	20%	Renew
3	70%	30%	Renew
4	60%	40%	Renew
5	50%	50%	Compete
6-8	50%	50%	Renew
9	35%	65%	Compete
10	30%	70%	Compete
11 & Subsequent	27%	73%	Compete

- 12.3 After the first year, the first year's federal share **shall** be the baseline for determining the maximum federal share for subsequent years.
- 12.4 After its 8th year, a program choosing to:
- redevelop its focus and make a partial but significant change in partnership is eligible to compete for funding as a first year grant.
 - maintain its focus but completely develops a new partnership is eligible to compete for funding as a first year grant.
 - maintain its current focus and partnership may compete for 9th year funding at a maximum of 35% federal share.
- 12.5 The remaining costs of a program may be provided in cash or in kind, and may be obtained from any source, including other Federal funds. In-kind donations **must** be documented. Some examples of documentation are:
- a bill submitted by the in-kind donor with the amount of the items or the services listed and a notation that the time or services are being donated to the project;
 - a bill or invoice listing the actual cost of materials and supplies provided by a source outside the Even Start program that are "over and above" the normal materials and supplies provided to the personnel involved in the project.

The goal of an Even Start Family Literacy Program is to become self-sufficient by the end of year 8.

13. LOCAL EVALUATION

- 13.1 The Even Start Family Literacy Program **must** submit the results of an independent Local Evaluation within 30 days of project ending date.
- 13.2 Local evaluations **must** include areas that meet standards, areas that need attention, and areas that exceed standards as evidenced by Missouri Family Literacy Indicators of Program Quality and Standards of Performance (FLIPQs).

Each applicant will ensure that the evaluation of the program will reflect the **National Indicators of Program Quality** and the **FLIPQs** listed on the DESE web site at:

<http://dese.mo.gov/divimprove/fedprog/discretionarygrants/evenstart/index.html>

13.3 **National Indicators of Program Quality**

Adult Education:

- achievement in the areas of reading, writing, English language acquisition, problem solving and numeracy
- receipt of a secondary school diploma or a general equivalency diploma (GED)
- entry into a postsecondary school, job retraining program, or employment/career advancement, including the military

Child Education:

- improvement in ability to read on grade level or reading readiness
- school attendance
- grade retention and promotion

14 EVALUATION AND AWARD PROCESS:

- 14.1 Evaluation and Award Process - After determining that a bid satisfies the mandatory requirements stated in the Invitation for Bid, the evaluator(s) **shall** use both objective analysis and subjective judgment in conducting a comparative assessment of the bid in accordance with the evaluation criteria stated below:

a. FEDERAL EMPOWERMENT ZONE	5 points
b. SECTION V – INDICATORS OF NEED AND PROJECT INFORMATION.....	5 points
c. SECTION VII – EVEN START FAMILY LITERACY PROGRAM STRATEGIES	15 points
d. SECTION VIII – B. NEEDS ASSESSMENT	10 Points
e. SECTION VIII – C. RECRUITMENT AND RETENTION	10 points
f. SECTION VIII – D. PAST COLLABORATIONS.....	5 points
g. SECTION VIII – E. COORDINATION OF SERVICES AND RESOURCES	5 points
h. SECTION VIII – F. GRANT ACTIVITIES	40 points
i. SECTION VIII – H. GRANT ACTIVITY BUDGET	10 points
j. OVERALL PROGRAM APPLICATION	35 points

TOTAL POINTS POSSIBLE..... 140 points

15. MSIP PLANNING MATRIX AND INSTRUCTIONS

- 15.1 The following charts are for your use in planning your Even Start Family Literacy IFB. A matrix is shown to visually portray what Even Start Family Literacy can furnish funds for this process area and its standards. Below the matrix the same information is explained in more detail.
- 15.2 One of the possible ways you might use these pages in planning would be to determine if your needs assessment or Comprehensive School Improvement Plan indicated a need to improve instruction. Ways in which you may use these funds are listed below the matrix.
- 15.3 The MSIP Standards and Indicators Manual can be located at the following address:
<http://dese.mo.gov/divimprove/sia/msip/index.html>
- 15.4 Other resources for planning are available through the Federal Programs Website at the following address: <http://dese.mo.gov/divimprove/fedprog/index.html>

15.5 **Instructional Design and Practices**

6.3	Instructional Programs
6.4	Instructional Resources
6.5	Learning Climate
6.7	Professional Development
6.8	Library Media Center
6.9	Guidance

Even Start Family Literacy Program:

- may be used for costs related to this process area as indicated when used for the implementation of an Even Start Family Literacy grant.

15.6 **Differentiated Instruction and Supplemental Programs**

7.1	Special Education
7.4	Preschool
7.5	Parent Involvement
7.6	Community Involvement
7.7	State/Fed. Program Compliance

Even Start Family Literacy Program:

- may be used for costs related to this process area as indicated when used for the implementation of an Even Start Family Literacy grant.

15.7 **School Services**

8.7	Complaint Procedures
8.8	Public Information
8.11	Health Services
8.12	Nutrition
8.13	Transportation

Even Start Family Literacy Program:

- may be used for costs related to this process area as indicated when used for the implementation of an Even Start Family Literacy grant.
- may not be used for construction or remodeling of a facility.

16. BID SUBMISSION INFORMATION

- 16.1 Submission of Bids:
- 16.2 ELECTRONIC SUBMISSION OF BIDS THROUGH THE ON-LINE BIDDING WEB SITE IS **NOT** AVAILABLE FOR THIS IFB.
- 16.3 When submitting a bid, the contractor **must** include three (3) additional copies along with their original bid for a total of four (4). All four copies **must** be contained within the same envelope.
- 16.4 Narratives **must** be typed, confined to space provided, and restricted to 10-12 pt. font size. If you complete the application on-line it is set to a default font of 10 pt. **No attachments will be accepted with the application.**
- 16.5 **All contractors must complete Sections I, II, III, IV, V, VI, VII, and VIII to be considered.**
- 16.6 To facilitate the evaluation process, the contractor **must** organize their bid in numeric order. **Do not submit any additional information.**
- 16.7 The contractor is cautioned that it is the contractor's sole responsibility to submit a complete bid and that DESE is under no obligation to solicit such information if it is not included with the bid. The contractor's failure to submit such information may cause an adverse impact on the evaluation of the bid.
- 16.8 Contractor's Contacts - Contractors and their agents (including subcontractors, employees, consultants, or anyone else acting on their behalf) **must** direct all of their questions or comments regarding the IFB, the evaluation, etc. to the contact person indicated on the first page of the IFB. Contractors and their agents may not contact any other state employee regarding any of these matters during the solicitation and evaluation process. Inappropriate contacts are grounds for suspension and/or exclusion from specific procurements. Contractors and their agents who have questions regarding this matter should call the contact person.

QUESTIONS:

Carol Rackers
Department of Elementary & Secondary Education
Accounting and Procurement Section
Phone: 573-751-4463

TO DOWNLOAD IFB:

www.dese.mo.gov
Choose School Improvement/MSIP
Then Select Discretionary Grants
Under Programs on the Discretionary Grants Page Select
Even Start Family Literacy

DELIVER IFB TO:

Discretionary Grants Section
2nd Floor, Jefferson State Office Building
205 Jefferson Street
Jefferson City, Missouri 65101
Must be received no later than 3:00 p.m. on May 27, 2005.

MAIL IFB TO:

Discretionary Grants Section-IFB
MO Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102-0480
Must be received no later than 3:00 p.m. on May 27, 2005.

**MUST BE RECEIVED NO LATER THAN 3:00 P.M. ON MAY 27, 2005 AND
THE ENVELOPE MUST CLEARLY STATE DISCRETIONARY GRANTS-IFB.**

STATE OF MISSOURI
DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION
TERMS AND CONDITIONS -- INVITATION FOR BID

1. TERMINOLOGY/DEFINITIONS

Whenever the following words and expressions appear in an Invitation for Bid (IFB) document or any amendment thereto, the definition or meaning described below shall apply.

- a. **Agency and/or State Agency** means the statutory unit of state government in the State of Missouri for which the equipment, supplies, and/or services are being purchased by the **Department of Elementary and Secondary Education**. The agency is also responsible for payment.
- b. **Amendment** means a written, official modification to an IFB or to a contract.
- c. **Attachment** applies to all forms which are included with an IFB to incorporate any informational data or requirements related to the performance requirements and/or specifications.
- d. **Bid Opening Date and Time** and similar expressions mean the exact deadline required by the IFB for the receipt of sealed bids.
- e. **Applicant** means the person or organization that responds to an IFB by submitting a bid with prices to provide the equipment, supplies, and/or services as required in the IFB document.
- f. **Buyer** means the procurement staff member of the DESE. The **Contact Person** as referenced herein is usually the Buyer.
- g. **Contract** means a legal and binding agreement between two or more competent parties, for a consideration for the procurement of equipment, supplies, and/or services.
- h. **Awardee** means a person or organization who is a successful bidder as a result of an IFB and who enters into a contract.
- i. **Exhibit** applies to forms which are included with an IFB for the bidder to complete and submit with the sealed bid prior to the specified opening date and time.
- j. **Invitation for Bid (IFB)** means the solicitation document issued by the DESE to potential bidders for the purchase of equipment, supplies, and/or services as described in the document. The definition includes these Terms and Conditions as well as all Pricing Pages, Exhibits, Attachments, and Amendments thereto.
- k. **May** means that a certain feature, component, or action is permissible, but not required.
- l. **Must** means that a certain feature, component, or action is a mandatory condition. Failure to provide or comply will result in a bid being considered non-responsive.
- m. **Pricing Page(s)** applies to the form(s) on which the bidder must state the price(s) applicable for the equipment, supplies, and/or services required in the IFB. The pricing pages must be completed and submitted by the bidder with the sealed bid prior to the specified bid opening date and time.
- n. **RSMo (Revised Statutes of Missouri)** refers to the body of laws enacted by the Legislature which govern the operations of all agencies of the State of Missouri. Chapter 34 of the statutes is the primary chapter governing the operations of DESE.
- o. **Shall** has the same meaning as the word must.
- p. **Should** means that a certain feature, component and/or action is desirable but not mandatory.

2. APPLICABLE LAWS AND REGULATIONS

- a. The contract shall be construed according to the laws of the State of Missouri. The contractor shall comply with all local, state, and federal laws and regulations related to the performance of the contract to the extent that the same may be applicable.
- b. To the extent that a provision of the contract is contrary to the Constitution or laws of the State of Missouri or of the United States, the provisions shall be void and unenforceable. However, the balance of the contract shall remain in force between the parties unless terminated by consent of both the contractor and the DESE.
- c. The contractor must be registered and maintain good standing with the Secretary of State of the State of Missouri and other regulatory agencies, as may be required by law or regulations.
- d. The contractor must timely file and pay all Missouri sales, withholding, corporate and any other required Missouri tax returns and taxes, including interest and additions to tax.
- e. The exclusive venue for any legal proceeding relating to or arising out of the IFB or resulting contract shall be in the Circuit Court of Cole County, Missouri.

3. OPEN COMPETITION/INVITATION FOR BID DOCUMENT

- a. It shall be the bidder's responsibility to ask questions, request changes or clarification, or otherwise advise the DESE if any language, specifications or requirements of an IFB appear to be ambiguous, contradictory, and/or arbitrary, or appear to inadvertently restrict or limit the requirements stated in the IFB to a single source. Any and all communication from bidders regarding specifications, requirements, competitive bid process, etc., must be directed to the buyer from the DESE, unless the IFB specifically refers the bidder to another contact. Such communication should be received at least ten calendar days prior to the official bid opening date.
- b. Every attempt shall be made to ensure that the bidder receives an adequate and prompt response. However, in order to maintain a fair and equitable bid process, all bidders will be advised, via the issuance of an amendment to the IFB, of any relevant or pertinent information related to the procurement. Therefore, bidders are advised that unless specified elsewhere in the IFB, any questions received less than ten calendar days prior to the IFB opening date may not be answered.
- c. Bidders are cautioned that the only official position of the State of Missouri is that which is issued by the DESE in the IFB or an amendment thereto. No other means of communication, whether oral or written, shall be construed as a formal or official response or statement.
- d. The DESE monitors all procurement activities to detect any possibility of deliberate restraint of competition, collusion among bidders, price-fixing by bidders, or any other anticompetitive conduct by bidders which appears to violate state and federal antitrust laws. Any suspected violation shall be referred to the Missouri Attorney General's Office for appropriate action.
- e. The IFB is available for viewing and downloading on the departments website. Registered vendors are electronically notified or mailed the IFB based on the information maintained in the State of Missouri's vendor database. If any portion of the address is incorrect, the bidder must notify the buyer in writing or update the address themselves on the state's On-Line Bidding website.
- f. The DESE reserves the right to officially amend or cancel an IFB after issuance.

4. PREPARATION OF BIDS

- a. Bidders **must** examine the entire IFB carefully. Failure to do so shall be at bidder's risk.
- b. Unless otherwise specifically stated in the IFB, all specifications and requirements constitute minimum requirements. All bids must meet or exceed the stated specifications and requirements.
- c. Unless otherwise specifically stated in the IFB, any manufacturer names, trade names, brand names, information and/or catalog numbers listed in a specification and/or requirement are for informational purposes only and are not intended to limit competition. The bidder may offer any brand which meets or exceeds the specification for any item, but must state the manufacturer's name and model number for any such brands in the bid. In addition, the bidder shall explain, in detail, (1) the reasons why the proposed equivalent meets or exceeds the specifications and/or requirements and (2) why the proposed equivalent should not be considered an exception thereto. Bids which do not comply with the requirements and specifications are subject to rejection without clarification.
- d. Bids lacking any indication of intent to bid an alternate brand or to take an exception shall be received and considered in complete compliance with the specifications and requirements as listed in the IFB.
- e. In the event that the bidder is an agency of state government or other such political subdivision which is prohibited by law or court decision from complying with certain provisions of an IFB, such a bidder may submit a bid which contains a list of statutory limitations and identification of those prohibitive clauses which will be modified via a clarification conference between the DESE and the bidder, if such bidder is selected for contract award. The clarification conference will be conducted in order to agree to language that reflects the intent and compliance of such law and/or court order and the IFB. Any such bidder needs to include in the bid, a complete list of statutory references and citations for each provision of the IFB which is affected by this paragraph.
- f. All equipment and supplies offered in a bid must be new, of current production, and available for marketing by the manufacturer unless the IFB clearly specifies that used, reconditioned, or remanufactured equipment and supplies may be offered.
- g. Prices shall include all packing, handling and shipping charges FOB destination, freight prepaid and allowed unless otherwise specified in the IFB.
- h. Prices bid shall remain valid for 90 days from bid opening unless otherwise indicated. If the bid is accepted, prices shall be firm for the specified contract period.

5. SUBMISSION OF BIDS

- a. Bids may not be submitted electronically as indicated in the IFB. Delivered bids must be sealed in an envelope or container, and received in the DESE office located at 205 Jefferson Street in Jefferson City, MO no later than the exact opening time and date specified in the IFB. All bids must (1) be submitted by a duly authorized representative of the bidder's organization, (2) contain all information required by the IFB, and (3) be priced as required. Hard copy bids may be mailed to the DESE address shown on first page. However, it shall be the responsibility of the bidder to ensure their bid is in the DESE office (address shown on front page) no later than the exact opening time and date specified in the IFB.
- b. The sealed envelope or container containing a bid should be clearly marked on the outside with (1) the official IFB number and (2) the official opening date and time. Different bids should not be placed in the same envelope, although copies of the same bid may be placed in the same envelope.
- c. A bid which has been delivered to the DESE office, may be modified by signed, written notice which has been received by the DESE prior to the official opening date and time specified. A bid may also be modified in person by the bidder or its authorized representative, provided proper identification is presented before the official opening date and time. Telephone or telegraphic requests to modify a bid shall not be honored.
- d. A bid which has been delivered to the DESE office, may only be withdrawn by a signed, written notice or facsimile which has been received by the DESE prior to the official opening date and time specified. A bid may also be withdrawn in person by the bidder or its authorized representative, provided proper identification is presented before the official opening date and time. Telephone or telegraphic requests to withdraw a bid shall not be honored.
- e. Bidders delivering a hard copy bid to DESE must sign and return the IFB cover page or, if applicable, the cover page of the last amendment thereto in order to constitute acceptance by the bidder of all IFB terms and conditions. Failure to do so may result in rejection of the bid unless the bidder's full compliance with those documents is indicated elsewhere within the bidder's response.

6. BID OPENING

- a. Bid openings are public on the opening date and at the opening time specified on the IFB document. Prices shall be posted on the department's website after the official opening date and time. The DESE will not provide prices or other bid information via the telephone.
- b. Bids which are not received in the DESE office prior to the official opening date and time shall be considered late, regardless of the degree of lateness, and normally will not be opened. Late bids may only be opened under extraordinary circumstances in accordance with 1 CSR 40-1.050.

7. PREFERENCES

- a. In the evaluation of bids, preferences shall be applied in accordance with Chapter 34 RSMo. Contractors should apply the same preferences in selecting subcontractors.
- b. By virtue of statutory authority, a preference will be given to materials, products, supplies, provisions and all other articles produced, manufactured, made or grown within the State of Missouri. Such preference shall be given when quality is equal or better and delivered price is the same or less.
- c. In accordance with Executive Order 98-21, contractors are encouraged to utilize certified minority and women-owned businesses in selecting subcontractors.

8. EVALUATION/AWARD

- a. Any clerical error, apparent on its face, may be corrected by the buyer before contract award. Upon discovering an apparent clerical error, the buyer shall contact the bidder and request clarification of the intended bid. The correction shall be incorporated in the notice of award. Examples of apparent clerical errors are: 1) misplacement of a decimal point; and 2) obvious mistake in designation of unit.
- b. Any pricing information submitted by a bidder shall be subject to evaluation if deemed by the DESE to be in the best interest of the State of Missouri.
- c. The bidder is encouraged to propose price discounts for prompt payment or propose other price discounts that would benefit the State of Missouri. However, unless otherwise specified in the IFB, pricing shall be evaluated at the maximum potential financial liability to the State of Missouri.
- d. Awards shall be made to the bidder whose bid (1) complies with all mandatory specifications and requirements of the IFB and (2) is the lowest and best bid, considering price, responsibility of the bidder, and all other evaluation criteria specified in the IFB.

- e. In the event all bidders fail to meet the same mandatory requirement in an IFB, DESE reserves the right, at its sole discretion, to waive that requirement for all bidders and to proceed with the evaluation. In addition, the DESE reserves the right to waive any minor irregularity or technicality found in any individual bid.
- f. The DESE reserves the right to reject any and all bids.
- g. When evaluating a bid, the State of Missouri reserves the right to consider relevant information and fact, whether gained from a bid, from a bidder, from bidder's references, or from any other source.
- h. Any information submitted with the bid, regardless of the format or placement of such information, may be considered in making decisions related to the responsiveness and merit of a bid and the award of a contract.
- i. Any award of a contract shall be made by notification from the DESE to the successful bidder. The DESE reserves the right to make awards by item, group of items, or an all or none basis. The grouping of items awarded shall be determined by DESE based upon factors such as item similarity, location, administrative efficiency, or other considerations in the best interest of the State of Missouri.
- j. All bids and associated documentation which were submitted on or before the official opening date and time will be considered open records pursuant to Section 610.021 RSMo following the official opening of bids.
- k. The DESE posts all bid results on the website for a reasonable period after bid award and maintains images of all bid file material for review. Bidders who include an email address with their bid will be notified of the award results via email.
- l. The DESE reserves the right to request clarification of any portion of the bidder's response in order to verify the intent of the bidder. The bidder is cautioned, however, that its response may be subject to acceptance or rejection without further clarification.
- m. Any bid award protest must be received within ten (10) calendar days after the date of award in accordance with the requirements of 1 CSR 40-1.050 (10).
- n. The final determination of contract award(s) shall be made by DESE.

9. CONTRACT/PURCHASE ORDER

- a. By submitting a bid, the bidder agrees to furnish any and all equipment, supplies and/or services specified in the IFB, at the prices quoted, pursuant to all requirements and specifications contained therein.
- b. A binding contract shall consist of: (1) the IFB and any amendments thereto, (2) the contractor's response (bid) to the IFB, (3) clarification of the bid, if any, and (4) DESE's acceptance of the response (bid) by "notice of award" or by "purchase order."
- c. A notice of award does not constitute an authorization for shipment of equipment or supplies or a directive to proceed with services. Before providing equipment, supplies and/or services, the contractor must receive a properly authorized purchase order.
- d. The contract expresses the complete agreement of the parties and performance shall be governed solely by the specifications and requirements contained therein. Any change, whether by modification and/or supplementation, must be accomplished by a formal contract amendment signed and approved by and between the duly authorized representative of the contractor and the DESE or by a modified purchase order prior to the effective date of such modification. The contractor expressly and explicitly understands and agrees that no other method and/or no other document, including correspondence, acts, and oral communications by or from any person, shall be used or construed as an amendment or modification.

10. INVOICING AND PAYMENT

- a. The State of Missouri does not pay state or federal taxes unless otherwise required under law or regulation.
- b. The statewide financial management system has been designed to capture certain receipt and payment information. Therefore, each invoice submitted must reference the purchase order number and must be itemized in accordance with items listed on the purchase order. Failure to comply with this requirement may delay processing of invoices for payment.
- c. The contractor shall not transfer any interest in the contract, whether by assignment or otherwise, without the prior written consent of the DESE.
- d. Payment for all equipment, supplies, and/or services required herein shall be made in arrears unless otherwise indicated in the IFB.
- e. The State of Missouri assumes no obligation for equipment, supplies, and/or services shipped or provided in excess of the quantity ordered. Any unauthorized quantity is subject to the state's rejection and shall be returned at the contractor's expense.
- f. All invoices for equipment, supplies, and/or services purchased by the State of Missouri shall be subject to late payment charges as provided in Section 34.055 RSMo.

11. DELIVERY

Time is of the essence. Deliveries of equipment, supplies, and/or services must be made no later than the time stated in the contract or within a reasonable period of time, if a specific time is not stated.

12. INSPECTION AND ACCEPTANCE

- a. No equipment, supplies, and/or services received by an agency of the state pursuant to a contract shall be deemed accepted until the agency has had reasonable opportunity to inspect said equipment, supplies, and/or services.
- b. All equipment, supplies, and/or services which do not comply with the specifications and/or requirements or which are otherwise unacceptable or defective may be rejected. In addition, all equipment, supplies, and/or services which are discovered to be defective or which do not conform to any warranty of the contractor upon inspection (or at any later time if the defects contained were not reasonably ascertainable upon the initial inspection) may be rejected.
- c. The State of Missouri reserves the right to return any such rejected shipment at the contractor's expense for full credit or replacement and to specify a reasonable date by which replacements must be received.
- d. The State of Missouri's right to reject any unacceptable equipment, supplies, and/or services shall not exclude any other legal, equitable or contractual remedies the state may have.

13. WARRANTY

- a. The contractor expressly warrants that all equipment, supplies, and/or services provided shall: (1) conform to each and every specification, drawing, sample or other description which was furnished to or adopted by the DESE, (2) be fit and sufficient for the purpose expressed in the IFB, (3) be merchantable, (4) be of good materials and workmanship, and (5) be free from defect.
- b. Such warranty shall survive delivery and shall not be deemed waived either by reason of the state's acceptance of or payment for said equipment, supplies, and/or services.

14. CONFLICT OF INTEREST

- a. Officials and employees of the state agency, its governing body, or any other public officials of the State of Missouri must comply with Sections 105.452 and 105.454 RSMo regarding conflict of interest.
- b. The contractor hereby covenants that at the time of the submission of the bid the contractor has no other contractual relationships which would create any actual or perceived conflict of interest. The contractor further agrees that during the term of the contract neither the contractor nor any of its employees shall acquire any other contractual relationships which create such a conflict.

15. REMEDIES AND RIGHTS

- a. No provision in the contract shall be construed, expressly or implied, as a waiver by the State of Missouri of any existing or future right and/or remedy available by law in the event of any claim by the State of Missouri of the contractor's default or breach of contract.
- b. The contractor agrees and understands that the contract shall constitute an assignment by the contractor to the State of Missouri of all rights, title and interest in and to all causes of action that the contractor may have under the antitrust laws of the United States or the State of Missouri for which causes of action have accrued or will accrue as the result of or in relation to the particular equipment, supplies, and/or services purchased or procured by the contractor in the fulfillment of the contract with the State of Missouri.

16. CANCELLATION OF CONTRACT

- a. In the event of material breach of the contractual obligations by the contractor, the DESE may cancel the contract. At its sole discretion, the DESE may give the contractor an opportunity to cure the breach or to explain how the breach will be cured. The actual cure must be completed within no more than 10 working days from notification, or at a minimum the contractor must provide DESE within 10 working days from notification a written plan detailing how the contractor intends to cure the breach.
- b. If the contractor fails to cure the breach or if circumstances demand immediate action, the DESE will issue a notice of cancellation terminating the contract immediately.

- c. If the DESE cancels the contract for breach, the DESE reserves the right to obtain the equipment, supplies, and/or services to be provided pursuant to the contract from other sources and upon such terms and in such manner as the DESE deems appropriate and charge the contractor for any additional costs incurred thereby.
- d. The contractor understands and agrees that funds required to fund the contract must be appropriated by the General Assembly of the State of Missouri for each fiscal year included within the contract period. The contract shall not be binding upon the state for any period in which funds have not been appropriated, and the state shall not be liable for any costs associated with termination caused by lack of appropriations.

17. COMMUNICATIONS AND NOTICES

Any notice to the contractor shall be deemed sufficient when deposited in the United States mail postage prepaid, transmitted by facsimile, transmitted by e-mail or hand-carried and presented to an authorized employee of the contractor.

18. BANKRUPTCY OR INSOLVENCY

- a. Upon filing for any bankruptcy or insolvency proceeding by or against the contractor, whether voluntary or involuntary, or upon the appointment of a receiver, trustee, or assignee for the benefit of creditors, the contractor must notify the DESE immediately.
- b. Upon learning of any such actions, the DESE reserves the right, at its sole discretion, to either cancel the contract or affirm the contract and hold the contractor responsible for damages.

19. INVENTIONS, PATENTS AND COPYRIGHTS

The contractor shall defend, protect, and hold harmless the State of Missouri, its officers, agents, and employees against all suits of law or in equity resulting from patent and copyright infringement concerning the contractor's performance or products produced under the terms of the contract.

20. NON-DISCRIMINATION AND AFFIRMATIVE ACTION

In connection with the furnishing of equipment, supplies, and/or services under the contract, the contractor and all subcontractors shall agree not to discriminate against recipients of services or employees or applicants for employment on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. If the contractor or subcontractor employs at least 50 persons, they shall have and maintain an affirmative action program which shall include:

- a. A written policy statement committing the organization to affirmative action and assigning management responsibilities and procedures for evaluation and dissemination;
- b. The identification of a person designated to handle affirmative action;
- c. The establishment of non-discriminatory selection standards, objective measures to analyze recruitment, an upward mobility system, a wage and salary structure, and standards applicable to layoff, recall, discharge, demotion, and discipline;
- d. The exclusion of discrimination from all collective bargaining agreements; and
- e. Performance of an internal audit of the reporting system to monitor execution and to provide for future planning.

If discrimination by a contractor is found to exist, the DESE shall take appropriate enforcement action which may include, but not necessarily be limited to, cancellation of the contract, suspension, or debarment by the DESE until corrective action by the contractor is made and ensured, and referral to the Attorney General's Office, whichever enforcement action may be deemed most appropriate.

21. AMERICANS WITH DISABILITIES ACT

In connection with the furnishing of equipment, supplies, and/or services under the contract, the contractor and all subcontractors shall comply with all applicable requirements and provisions of the Americans with Disabilities Act (ADA).

22. TITLES

Titles of paragraphs used herein are for the purpose of facilitating reference only and shall not be construed to infer a contractual construction of language.

Revised 12/19/02

Attachment A

PART D—GUIDELINES REGARDING THE USE OF SOCIAL SECURITY NUMBERS AND THE ATTENDANCE AT SCHOOL OF UNDOCUMENTED STUDENTS

(This memo was sent to all district superintendents in January, 1998)

The United States Supreme Court ruled in *Plyler v. Doe*, 457 U.S. 202, 102 S. Ct. 2382 (1982) that a state may not deny undocumented school-aged children entry into the public school system of that state. The Supreme Court overturned a Texas state law denying state aid to school districts admitting undocumented children of parents coming into the country illegally. For Missouri schools, this means that a district cannot deny admission to school or participation in any program based on a student's undocumented status. Any such discrimination would be a denial of the equal protection of the laws in violation of the Fourteenth Amendment of the United States Constitution.

Undocumented students are also protected under the federal law regarding student records. The Family Educational Rights and Privacy Act (FERPA) requires that educational student records be kept confidential. Information that may be in school records regarding a student's undocumented status must be kept confidential. Disclosure should be made only after parental consent or based upon express authority provided under FERPA.

The Privacy Act of 1974 addresses the use of social security numbers by federal, state, or local governmental agencies. The Act states, in part that it is:

“unlawful for any federal, state, or local government agency to deny to any individual any right, benefit, or privilege provided by law because of such individual's refusal to disclose his social security number.”

Agencies that collect social security numbers must disclose how that number will be used and the limits of its use. Any request to disclose a social security number must be accompanied by the following statement:

“Any federal, state, or local government agency which requests an individual to disclose his social security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it.”

If mandatory disclosure is not specifically authorized under the Privacy Act, then the disclosure is voluntary. A school district may not require disclosure of a social security number or use the refusal of a student to provide a social security number as a basis for denial of enrollment. Instead, districts should have in place a procedure for assigning a school-generated number to use in place of a social security number. Parents completing a free or reduced lunch application should be allowed to write “NONE” in the blank for their children's social security number.

Students enrolling in the Missouri public schools, including those with undocumented status, are exercising a right guaranteed under the laws of the State of Missouri. To deny enrollment based on undocumented status or based on a failure to disclose a social security number violates the equal protection clause of the Fourteenth Amendment and the federal statutes previously cited. School staff responsible for enrolling students must be aware of these requirements. Questions regarding school attendance for students with undocumented status should be directed to Craig Rector, Director, Federal Discretionary Grants at 573-526-3232.

CHANGES PENDING

**FAMILY LITERACY
PROGRAM QUALITY STANDARDS**

**Local Program Self Study of
Accomplished and Unmet FLIPQ Standards and Indicators**

Program: _____ Date of Self Study: _____

Staff completing the Self Study (list): _____

Purpose: The Self Study is aligned with the Missouri Family Literacy Indicators of Program Quality (FLIPQs). Program coordinators and their staff are advised to review the most recent local program evaluation and assess current program operations to complete the Self Study.

Directions: Check the box next to the standard that is fully implemented in your program. Scoring is set with the criteria of approximately 80 percent of the standards for each component being met indicates the program has met the standard. Technical assistance is required when approximately 50 percent of the standards and/or indicators in a component are not met. Discuss with your staff and evaluator ways to improve those unmet standards in need of improvement. It is recommended that Coordinators share their findings with the local evaluator, LIFT, other appropriate partners, and technical assistance providers.

General Program Design and Administration

Programs demonstrating high quality:

- ☐ Use content standards and curriculum frameworks that focus on the knowledge and skills adults need to carry out life roles and meet community needs.
- ☐ Use developmentally appropriate standards and curriculum frameworks that focus on the knowledge and skills children need to be successful in school.
- ☐ Enhance children's exposure to and concepts about print and literacy.
- ☐ Attend to educational and developmental needs of each adult through effective curriculum, social services referrals, and the elimination of any barriers to participation.
- ☐ Address barriers to participation in a variety of ways, such as providing flexible hours for the four components (Adult Education, Children's Education, Parenting Education, and Parent Child Interactive Literacy [PCIL]), transportation, convenient location, meals, and counseling/referrals.
- ☐ Use scientifically based curriculum and instructional programs.
- ☐ Provide services year-round.
- ☐ Maintain appropriate staff/student ratios for instruction in each component area.

Scoring:

- ☐ Exceeds Expectations (8 standards met)
- ☐ Meets Expectations (7 standards met)
- ☐ Technical Assistance Required (5 or less standards met)

Action Plans to Improve Unmet Standards

Collaboration

Programs demonstrating high quality:

- ☐ Work with collaborating agencies to integrate efforts to ensure the success of common goals and services, and maintain appropriate documentation of this work.
- ☐ Establish an Advisory Board/Committee that is representative of the community and collaborative agencies, and that meets a minimum of twice per year to review program planning and development.

Scoring:

- ☐ Exceeds Expectations (2 standards met)
- ☐ Meets Expectations (1 standard met)
- ☐ Technical Assistance Required (0 standards met)

Action Plans to Improve Unmet Standards

Staff Selection

Programs demonstrating high quality:

- ☐ Assure that the program has procedures in place to recruit and employ staff with appropriate education, licensure, skills, cultural, language, and background or experience.
- ☐ Document that a minimum of 50% of the program instructional staff have an associate’s degree.

Scoring:

- ☐ Exceeds Expectations (2 standards met)
- ☐ Meets Expectations (1 standard met)
- ☐ Technical Assistance Required (0 standards met)

Action Plans to Improve Unmet Standards

Professional Development

Programs demonstrating high quality:

- ☐ Develop and implement an Organizational Training Plan that includes comprehensive family literacy training, individual staff development training, and programmatic staff development.
- ☐ Support participation in staff development by providing paid time and flexible scheduling consistent with the policies of the fiscal agent.
- ☐ Collaborate with agencies to maximize training resources to promote mutual understanding of programs and high quality instruction.
- ☐ Provide supervision, training, guidance, and resources to volunteers.
- ☐ Evaluate staff development in terms of meeting the National Staff Development Standards.

Scoring:

- ☐ Exceeds Expectations (5 standards met)
- ☐ Meets Expectations (4 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Intake and Orientation

Programs demonstrating high quality:

- ☐ Assess community and school district needs to identify and target families in most need of family literacy services.
- ☐ Discuss program participation requirements and available services individually with prospective participants.
- ☐ Use an established procedure to match family needs with program services.
- ☐ Provide confidentiality procedures for families.

Scoring:

- ☐ Exceeds Expectations (4 standards met)
- ☐ Meets Expectations (3 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Integration of Components

Program Standards

Programs demonstrating high quality:

- ☐ Identify and continually reinforce common messages to be emphasized across components, for example, the:
 - ☐ value of literacy,
 - ☐ central role of the parent in a child’s development,
 - ☐ use of individual strengths.
- ☐ Involve staff from all program components to plan an integrated curriculum.
- ☐ Ensure all team members meet together regularly for program planning and integration.
- ☐ Meet all four of the following intensity standards per month:
 - ☐ 60 hours adult education;
 - ☐ 80 hours early childhood education;
 - ☐ 20 hours parenting education, including 8 hours literacy based (grounded in SBRR);
 - ☐ 20 hours PCIL Time, including 12 hours literacy based (grounded in SBRR);
- ☐ Make all core components available year round.

Scoring:

- ☐ Exceeds Expectations (5 standards met)
- ☐ Meets Expectations (4 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Retention

Program Standards

Programs demonstrating high quality:

- ☐ Implement a minimum of 3 strategies to retain families who do not meet program standards for attendance, behavior, achievement, and participation.
- ☐ Provide opportunities for past and present participants to volunteer within the program.
- ☐ Develop a yearly satisfaction survey completed by participants.

Scoring:

- ☐ Exceeds Expectations (3 standards met)
- ☐ Meets Expectations (2 standards met)
- ☐ Technical Assistance Required (1 or less standard met)

Performance Indicators for Retention

- ☐ 60% of families enrolled for 10 or more months participate a minimum of 10 months;
- ☐ 30% of families enrolled for 10 or more months participate a minimum of 7 months;
- ☐ 10% of families enrolled for 10 or more months participate a minimum of 4 months.

Action Plans to Improve Unmet Standards

Transitions from Family Literacy

Program Standards

Programs demonstrating high quality:

- ☐ Engage staff and families together for planning transition support.
- ☐ Prepare for transitions of children by working with school or community programs.
- ☐ Provide opportunities for adults to explore a range of post-family literacy options.
- ☐ Plan comprehensive transition services to continue when service delivery mechanisms or family eligibility change.

Scoring:

- ☐ Exceeds Expectations (4 standards met)
- ☐ Meets Expectations (3 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Performance Indicator for Transitions

- ☐ 80% of families with children ages birth to 8 years old expected to experience a transition during the program year participate in at least 2 transition activities.

Action Plans to Improve Unmet Standards

Program Evaluation

Program Standards

Programs demonstrating high quality:

- ☐ Develop an evaluation plan compliant with the Missouri standards and indicators.
- ☐ Collect, analyze, and report quantitative and qualitative data to determine the extent to which the program achieves the purposes for which it was funded and accomplishes the program goals associated with the program process, output, outcomes, and PCIL.
- ☐ Use reliable and valid evaluation methods, appropriate to the program goals and objectives, to support continuous local program improvement.
- ☐ Share evaluation findings and recommendations with participating families, staff, community and statewide collaborators, the local school district, and state and federal legislative representatives.

Scoring:

- ☐ Exceeds Expectations (4 standards met)
- ☐ Meets Expectations (3 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Adult Education

Component Definition: Adult Education provides the information and instruction necessary to support the improvement of literacy and learning skills in adult learners. (“Literacy skills” are defined as the adult’s ability to read, and speak in English, and compute and solve problems at levels of proficiency needed to fulfill responsibilities as a parent/family member, citizen/community member, and worker). The adult education component also works in concert with the other family literacy components to support the adult’s transfer of acquired skills and knowledge to home and community.

Program Standards

Programs demonstrating high quality:

- ☐ Teach academic content within a functional context, and promote critical thinking.
- ☐ Conduct and analyze formal and informal student assessment on a regular basis, consistent with state Adult Education and Literacy (AEL) requirements, and based on student needs and goals.
- ☐ Provide a learning environment that is appropriate, comfortable for adults, and adult-centered.
- ☐ Ensure that classroom environments are language-rich with multiple opportunities for literacy experiences, and encourage problem solving, communication, and reasoning.
- ☐ Provide instruction that integrates scientifically based reading research (SBRR) strategies with content relevant to students’ goals (i.e., family, personal, work).
- ☐ Use instructional materials that reflect the context of the adult student’s life, with a priority on the use of authentic resources (i.e., newspapers, forms, workplace items).
- ☐ Offer flexible program format, schedule, location, and entry options to maximize support for adult learners.
- ☐ Ensure that staff is trained to assist adults with learning difficulties and/or documented learning disabilities.
- ☐ Ensure that staff is trained in ways to implement Scientifically Based Reading Research (SBRR) strategies within the classroom.

Action Plans to Improve Unmet Standards

Adult Education (continued)

Scoring:	Action Plans to Improve Unmet Standards
<div><div><div><div></div></div><div>Exceeds Expectations (8 standards met)</div></div><div><div><div></div></div><div>Meets Expectations (7 standards met)</div></div><div><div><div></div></div><div>Technical Assistance Required (4 or less standards met)</div></div></div>	
<div><div><div>Learning Environment</div><div><div><div><div></div></div><div>Space & Furnishings</div></div><div><div><div></div></div><div>Personal Care Routines</div></div><div><div><div></div></div><div>Language-Reasoning</div></div><div><div><div></div></div><div>Activities</div></div><div><div><div></div></div><div>Interaction</div></div><div><div><div></div></div><div>Program Structure</div></div><div><div><div></div></div><div>Parents and Staff</div></div></div></div></div>	
<div><div><div>Scoring:</div><div><div><div></div></div><div>Exceeds Expectations (7 standards met)</div></div><div><div><div></div></div><div>Meets Expectations (6 standards met)</div></div><div><div><div></div></div><div>Technical Assistance Required (4 or less standards met)</div></div></div></div>	

Adult Education (continued)

Performance Indicators for Adult Learning (required)

- ☐ Of adults who have completed at least 100 hours of AEL instruction, 50% demonstrate a gain of at least one grade equivalent level on the *Test for Adult Basic Education (TABE)* or *Comprehensive Adult Student Assessment System (CASAS)* (reading or math) based on their entry level assessment scores.
- ☐ The percent of adult learners enrolled in Beginning Literacy who complete that level meet or exceed 23%.
- ☐ The percent of adult learners enrolled in Beginning Basic Education who complete that level meet or exceed 30%.
- ☐ The percent of adult learners enrolled in Low Intermediate Basic Education who complete that level meet or exceed 33%.
- ☐ The percent of adult learners enrolled in High Intermediate Basic Education who complete that level meet or exceed 35%.
- ☐ The percent of adult learners enrolled in Low Adult Secondary Education who complete that level meet or exceed 48%.
- ☐ The percent of adult learners enrolled in High Adult Secondary Education who complete that level meet or exceed 50%.

Scoring:

- ☐ Exceeds Expectations (7 standards met)
- ☐ Meets Expectations (6 standards met)
- ☐ Technical Assistance Required (4 or less standards met)

Action Plans to Improve Unmet Standards

Adult Education (continued)

Performance Indicators for Adult Learning and English as Second Language (ESL)

- ☐ Of adults who complete at least 100 hours of English for Speakers of Other Languages (ESOL) instruction, 50% demonstrate at least a five (5) point gain on the CASAS Reading test based on their entry level assessment score.
- ☐ The percent of adult learners enrolled in Beginning ESOL Literacy who complete this level meet or exceed 18%.
- ☐ The percent of adult learners enrolled in Beginning ESOL who complete this level meet or exceed 20%.
- ☐ The percent of adult learners enrolled in Low Intermediate ESOL who complete this level meet or exceed 22%.
- ☐ The percent of adult learners enrolled in High Intermediate ESOL who complete this level meet or exceed 22%.
- ☐ The percent of adult learners enrolled in Low Advanced ESOL who complete this level meet or exceed 22%.
- ☐ The percent of adult learners enrolled in High Advanced ESOL who complete this level meet or exceed 22%.

Scoring:

- ☐ Exceeds Expectations (7 standards met)
- ☐ Meets Expectations (6 standards met)
- ☐ Technical Assistance Required (4 or less standards met)

Action Plans to Improve Unmet Standards

Adult Education (continued)

Performance Indicators for Adult Work and Education Progress (required)

- ☐ Of the adult learners attending at least 12 hours, who had a primary or secondary goal to enter postsecondary education or vocational training, 30% meet their goal.
- ☐ Of the unemployed adult learners attending at least 12 hours, who had a primary or secondary goal to obtain employment, 40% obtain unsubsidized employment.
- ☐ Of currently employed adult learners attending at least 12 hours, who had a primary or secondary goal of improved or retained employment, 40% retain or advance in employment.
- ☐ 60% of adult learners stay active until their goals are met.

Scoring:

- ☐ Exceeds Expectations (4 standards met)
- ☐ Meets Expectations (3 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Performance Indicators for GED Completion (required)

- ☐ Of the adult learners at the Low and High Adult Secondary Education levels who complete a minimum of 100 hours and have a high school equivalency as a goal, 50% pass the GED or earn a high school credential.

Action Plans to Improve Unmet Standards

Children's Education

Component Definition: Children's education promotes young children's growth and development, engages parents in their child's educational program by nurturing meaningful involvement, and relating the importance of parents' role in their children's development and achievement. Young children who are living in circumstances that place them at greater risk of school failure (including poverty, low level of maternal education, maternal depression, and other factors) are much more likely to succeed in school if they attend well-planned, high quality children's education programs. Ideally, the children's education component uses a curriculum that focuses on the whole child and emphasizes the development of literacy.

Program Standards

Programs demonstrating high quality:

- ☐ Provide program activities that ensure literacy experiences that enhance all domain areas of child development (i.e., social/emotional, fine & gross motor, cognitive, sensory, and language).
- ☐ Maintain a child developmental literacy plan on every enrolled child ages zero through school entry/kindergarten.
- ☐ Provide a physical environment meets or, ideally, exceeds the minimum required standards for certification and licensure.
- ☐ Maintain class sizes and adult-child ratios that meet or exceed those required for certification and licensure.
- ☐ Create and support positive attitudes toward literacy and learning in young children.
- ☐ Provide professional development and support of its teachers that reflects commitment to children.
- ☐ Maintain a classroom environment that is language-rich, with many opportunities for literacy experiences and child-focused learning.
- ☐ Ensure staff is well-qualified, trained in child development, and has appropriate certification that meet state requirements.
- ☐ Utilize appropriate on-going assessment techniques to evaluate learning and adjust instruction.

Action Plans to Improve Unmet Standards

Children’s Education (continued)

<p>Scoring:</p> <p><input type="radio"/> Exceeds Expectations (9 standards met)</p> <p><input type="radio"/> Meets Expectations (7 standards met)</p> <p><input type="radio"/> Technical Assistance Required (5 or less standards met)</p> <p>Learning Environment</p> <p><input type="checkbox"/> Space & Furnishings</p> <p><input type="checkbox"/> Personal Care Routines</p> <p><input type="checkbox"/> Language-Reasoning</p> <p><input type="checkbox"/> Activities</p> <p><input type="checkbox"/> Interaction</p> <p><input type="checkbox"/> Program Structure</p> <p><input type="checkbox"/> Parents and Staff</p> <p>Scoring:</p> <p><input type="radio"/> Exceeds Expectations (7 standards met)</p> <p><input type="radio"/> Meets Expectations (6 standards met)</p> <p><input type="radio"/> Technical Assistance Required (4 or less standards met)</p>	<p>Action Plans to Improve Unmet Standards</p>
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Children’s Education (continued)

Performance Indicators for Child Readiness (required)

- ☐ Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development.
- ☐ Percentage of children entering kindergarten who are achieving significant gains on measures of reading readiness.
- ☐ Percentage of school-aged children who are reading on grade level.

Scoring:

- ☐ Exceeds Expectations (3 standards met)
- ☐ Meets Expectations (2 standards met)
- ☐ Technical Assistance Required (1 or less standard met)

Action Plans to Improve Unmet Standards

Children’s Education (continued)

Performance Indicators for Child Attendance (required)

- ❑ Of the 4 to 5 year old/pre-school children enrolled 4 months or longer, 80% attend an average of 80 hours per month or more in early childhood and PCIL activities combined.
- ❑ After 7 months of family participation in family literacy, 80% of children in public school grades K-3 attend school at the same or better rate as the building attendance rate reported in school records.

Performance Indicators for Child Promotion (required)

- ❑ After 7 months of family participation in Even Start, 90% of Even Start children, ages 5 to 8 enrolled in school, are promoted to the next grade level each school year as measured by school records.

Action Plans to Improve Unmet Standards

Parenting Education

Component Definition: Parenting Education provides information, instruction, and support for parents regarding how to be their child's first teacher and full partner in the education of their children.

Program Standards

Programs demonstrating high quality:

- ☐ Provide parenting education 20 hours per month, including 8 hours literacy based (grounded in SBRR).
- ☐ Expand parents' knowledge of child development and increase their ability to establish developmentally-appropriate expectations for their children.
- ☐ Expand knowledge of language, literacy, and cognitive development.
- ☐ Recognize individual strengths of parents (such as patience, humor, energy, and responsibility) while learning parenting skills (such as stress management, alternatives to corporal punishment, and positive communication techniques).
- ☐ Expand knowledge and use of school and community resources.

Scoring:

- ☐ Exceeds Expectations (5 standards met)
- ☐ Meets Expectations (4 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Parenting Education (continued)

Performance Indicators

- ❑ 90% of parents affect their child’s ability to learn as evidenced by informal assessment and self-assessment in 2 or more of the following:
 - Participate in parenting education monthly.
 - Provide support and encourage structure for the home learning environment.
 - Select books, toys, and activities, based on the child’s interests and abilities.
 - Talk with and read to their children.
 - Support children’s decision making skills.
 - Listen to children and encourage the expression of ideas.
 - Identify their own strengths and those of their children.
 - Increase awareness of school expectations.
 - Communicate effectively with school personnel.
 - Advocate for their children.
 - Demonstrate preparation and continuous involvement in children’s school activities such as conferences, meetings, home visits, and volunteer opportunities.

Action Plans to Improve Unmet Standards

Parent and Child Interactive Literacy (PCIL)

Component Definition: PCIL Time consists of regularly scheduled opportunities for parents and their children to play and work together as a way to promote literacy and language development. PCIL activities build adult understanding of the critical role parents play in positive adult-child interactions.

Program Standards

Programs demonstrating high quality:

- ☐ Provide at least 20 hours of PCIL interactions per month, including 12 hours literacy based (grounded in SBRR).
- ☐ Provide opportunities for parents to practice new strategies in a supportive environment where teachers model, coach, and encourage learning strategies.
- ☐ Provide parents with materials and techniques to support their children's learning and development.
- ☐ Enhance parents' awareness of how children learn, and specifically how their own child learns best.
- ☐ Ensure that PCIL interactions are child-focused.

Scoring:

- ☐ Exceeds Expectations (5 standards met)
- ☐ Meets Expectations (4 standards met)
- ☐ Technical Assistance Required (2 or less standards met)

Action Plans to Improve Unmet Standards

Parent and Child Interactive Literacy (continued)

Performance Indicators

- ☐ Families participate in PCIL Time monthly.
- ☐ Interactive literacy activities occur within each PCIL Time (such as story-reading, story-telling and retelling, singing, and finger plays).
- ☐ Programs collect and display students’ work.
- ☐ Staff observe parents applying strategies discussed during parenting sessions.
- ☐ Staff provide a print rich literacy environment.
- ☐ Parents focus on child’s interest during play.
- ☐ Parents listen to and communicate with their child.
- ☐ Parents express reasonable expectations for children’s development.
- ☐ Staff reflect (debrief) with parents following parent-child experiences.

Scoring:

- ☐ Exceeds Expectations (8 standards met)
- ☐ Meets Expectations (7 standards met)
- ☐ Technical Assistance Required (4 or less standard met)

Action Plans to Improve Unmet Standards

Home Visits

Component Definition: Home visits are linked to all other program components. The home visit is used as an opportunity for the parent and child to learn and play together with literacy as a primary focus.

Program Standards

Programs demonstrating high quality:

- ☐ Recognize that some families may require a transition period before becoming comfortable with, and committed to, home visits.
- ☐ Utilize alternate locations, such as libraries or other locations that are familiar and comfortable for the family and allow for focused interaction, as home visit sites if the family is initially uncomfortable with the visit occurring in the home.
- ☐ Tailor materials and approaches for the home visit for each family.
- ☐ Ensure that home visitors demonstrate sensitivity to family culture and respect family boundaries.
- ☐ Ensure that home visitors involve collaborators who share the linguistic and cultural backgrounds of families or, ideally, speak the first language of the family.
- ☐ Ensure that home visitors encourage parental participation during home visits by planning activities for the visit with the parent.
- ☐ Ensure that home visitors model interactions and reinforcements and encourage parent's development of developmentally-appropriate expectations of his/her child.
- ☐ Provide staff development for home visitors that includes team debriefing of experiences they have had in the home, and preparation of other staff members who may conduct home visits with families.

Action Plans to Improve Unmet Standards

Home Visits (continued)

Scoring:

- ☐ Exceeds Expectations (8 standards met)
- ☐ Meets Expectations (7 standards met)
- ☐ Technical Assistance Required (5 or less standard met)

Program Quality Indicators

- ☐ Families receive at least one home visit a month for every month of program participation.
- ☐ Home visitors receive on-going professional development.

Action Plans to Improve Unmet Standards

FAMILY LITERACY PROGRAM QUALITY STANDARDS

Local Program Self Study of Accomplished and Unmet FLIPQ Standards and Indicators

Summary Sheet

<u>Program Quality Standards</u>			
	<u>Exceeds</u>	<u>Meets</u>	<u>TA Req.</u>
General Program Design and Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intake and Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration of Components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions from Family Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Component Quality Standards and Indicators</u>			
	<u>Exceeds</u>	<u>Meets</u>	<u>TA Req.</u>
Adult Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children’s Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parenting Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent and Child Interactive Literacy (PCIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DISCRETIONARY GRANTS SECTION
PO BOX 480, JEFFERSON CITY, MO 65102-0480
EVEN START FAMILY LITERACY INVITATION FOR BID (IFB)
PROJECT DATES JULY 1, 2005 TO JUNE 30, 2006

FY06

SECTION I - FOR DESE USE ONLY

SIGNATURE OF DESE AUTHORIZED REPRESENTATIVE

DATE

SECTION II - TOTAL BUDGET

PROGRAM	6100: Salaries	6200: Employee Benefits	6300: Purchased Services	6400: Materials/ Supplies	SUBTOTAL	6500: Capital Outlay	TOTAL
Even Start Family Literacy							

SECTION III - DISTRICT AND PROGRAM INFORMATION

DISTRICT/AGENCY NAME		COUNTY-DISTRICT CODE
NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER

SECTION IV - ASSURANCES AND CERTIFICATION

The applicant assures the Department of Elementary and Secondary Education (DESE) that it shall:

1. receive and expend the funds in a manner that is consistent with the intent of the approved application;
2. keep such records for a period of three years and provide such information as may be necessary for fiscal and program auditing and for program evaluation, and provide DESE any information that it may need to carry out its responsibilities under the program;
3. adhere to the requirements of applicable federal statutes and regulations, state rules governing the programs, and all other applicable statutes, including Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title VIII of the Education Amendments of 1972; Gun-Free Schools Certification; and Drug-Free Workplace Requirements. The applicant further certifies that people involved in these projects will meet debarment and suspension qualifications described in 34CFR Part 85 and lobbying restrictions described in 34CFR Part 82.

The board-authorized representative fully understands the assurances and the responsibility for compliance placed upon the applicant by the assurances. The applicant will refund directly to DESE the amount of any funds made available to the applicant that may be determined by the Department or an auditor representing the Department to have been misspent or otherwise misapplied.

STAFF QUALIFICATIONS

For existing programs current staff whose salaries are paid in whole or in part with Federal funds, the applicant ensures that the:

- majority of the staff providing academic instruction obtain an associates, bachelor's or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education and obtain the appropriate state certification by December 21, 2004.
- administrator of the Family Literacy Program receives training in the operation of a family literacy program.
- paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent.

Any new program's staff or new staff hired to existing programs that provide academic instruction to existing programs possess:

- an associate, bachelor or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education and obtains the appropriate state certification.

STANDARDS AND INDICATORS

The applicant will ensure the required national indicators listed below and **Missouri Family Literacy Indicators of Program Quality and Standards of Performance** listed on the DESE web site are reflected in both the development and the evaluation of the program.

National Indicators of Program Quality

Adult Education:

- achievement in the areas of reading, writing, English language acquisition, problem solving and numeracy
- receipt of a high school diploma or a general equivalency diploma
- entry into a postsecondary school, job-retraining program, or employment or career advancement, including the military.

Child Education:

- improvement in ability to read on grade level or reading readiness
- school attendance
- grade retention and promotion

SCIENTIFICALLY BASED READING RESEARCH

The applicant will ensure that the instructional components of this program will be based on scientifically based reading research (as defined in section 1231 of P.L. 107-110) and the prevention of reading difficulties for children and adults.

NONPUBLIC SCHOOL PARTICIPATION

The applicant will ensure that families with children enrolled in private schools in areas served by the Even Start Program shall, after timely and meaningful consultation with appropriate private school officials, arrange for and facilitate the equitable participation of qualifying nonpublic families with children and educational personnel as required by Section 9501 of NCLB.

SIGNATURE OF BOARD AUTHORIZED REPRESENTATIVE

DATE

SECTION V - INDICATORS OF NEED**District Level**

Student Enrollment	_____	http://dese.mo.gov/schooldata/
Free/Reduced Lunch Percentage	_____	http://dese.mo.gov/schooldata/
Dropout Rate	_____	http://dese.mo.gov/schooldata/
MSIP Accreditation	_____	http://dese.mo.gov/schooldata/
Adequate Yearly Progress - Reading	<input type="checkbox"/> Yes <input type="checkbox"/> No	http://dese.mo.gov/schooldata/
Adequate Yearly Progress - Math	<input type="checkbox"/> Yes <input type="checkbox"/> No	http://dese.mo.gov/schooldata/

SECTION VI - GRANTS AND THEIR RELATIONSHIP TO THE MSIP PROCESS STANDARDS

	Even Start Family Literacy Program
6. Instructional Design and Practices	<input type="checkbox"/>
7. Differentiated Instruction and Supplemental Programs	<input type="checkbox"/>
8. School Services	<input type="checkbox"/>

SECTION VII - EVEN START FAMILY LITERACY PROGRAM STRATEGIES *as included in the District's CSIP*

NUMBER	CSIP STRATEGY	RELATED TO DISTRICT GOAL(S) #
1		
2		
3		
4		
5		
6		

SECTION VIII - EVEN START FAMILY LITERACY PROGRAM**VIII - A. PROJECT INFORMATION**

PROJECT TITLE		CHECK PROJECT YEAR	
PARTNER NAME AND CONTACT PERSON		<input type="checkbox"/> YEAR 1 90% FED. SHARE <input type="checkbox"/> YEAR 5 50% FED. SHARE <input type="checkbox"/> YEAR 9 35% FED. SHARE <input type="checkbox"/> YEAR 10 30% FED. SHARE <input type="checkbox"/> YEAR 11 & FUTURE YEARS 27% FEDERAL SHARE	
ADDRESS	TELEPHONE NUMBER		
E-MAIL ADDRESS	FAX NUMBER		
ADULT EDUCATION AND LITERACY (AEL) PROGRAM NAME & CONTACT PERSON		AEL TELEPHONE NUMBER	AEL FAX NUMBER

INDICATE THE APPROXIMATE NUMBER TO BE SERVED BY YOUR PROJECT

_____ ADULTS (AGES 20 AND ABOVE)	_____ CHILDREN BIRTH TO AGE 2
_____ TEEN PARENTS (UNDER THE AGE OF 20)	_____ CHILDREN AGE 3 TO AGE 5
	_____ CHILDREN AGE 6 TO AGE 8
_____ NUMBER OF NON-PUBLIC SCHOOLS CONSULTED	_____ CHILDREN OVER AGE 8

VIII - B. NEEDS ASSESSMENT

Check all that are represented on the family literacy committee that implemented the needs assessment and planning process.

- | | | | |
|---|---|---|--------------------------------------|
| <input type="checkbox"/> PK-8 Teachers | <input type="checkbox"/> PK-8 Building Administrators | <input type="checkbox"/> PK-8 Parents | <input type="checkbox"/> Shelters |
| <input type="checkbox"/> 9-12 Teachers | <input type="checkbox"/> 9-12 Building Administrators | <input type="checkbox"/> 9-12 Parents | <input type="checkbox"/> Head Start |
| <input type="checkbox"/> Students | <input type="checkbox"/> District-Level School Administrators | <input type="checkbox"/> Advocacy Groups | <input type="checkbox"/> AEL |
| <input type="checkbox"/> Business Representatives | <input type="checkbox"/> School Board Members | <input type="checkbox"/> District Federal Programs Coordinator(s) | |
| <input type="checkbox"/> Teen Parents | <input type="checkbox"/> Parents As Teachers | <input type="checkbox"/> DFS | <input type="checkbox"/> Other _____ |

Local input as to the need of a family literacy program was gathered by the following methods. *(Check all that apply)*

- | | | |
|---|---|---|
| <input type="checkbox"/> Interviews | <input type="checkbox"/> Surveys/Questionnaires | <input type="checkbox"/> Focus Groups/Discussions |
| <input type="checkbox"/> District Data Analysis | <input type="checkbox"/> District Data Reports | <input type="checkbox"/> Other _____ |

The family literacy committee met _____ times over _____ months.

- | | |
|---|---|
| <input type="checkbox"/> Identified local expectations/desired outcomes | <input type="checkbox"/> Identified criteria to determine families most in need of services |
| <input type="checkbox"/> Model developer/technical assistance presented on site | <input type="checkbox"/> Technical assistance provided by LIFT |
| <input type="checkbox"/> Visited _____ site(s) with a family literacy models | <input type="checkbox"/> Other _____ |

Read relevant research covering such topics as:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Reading Instruction | <input type="checkbox"/> Student Achievement | <input type="checkbox"/> Professional Development | <input type="checkbox"/> At Risk Students |
| <input type="checkbox"/> Intervention Strategies | <input type="checkbox"/> Parent Involvement | <input type="checkbox"/> Teacher Training | <input type="checkbox"/> Dropout Prevention |
| <input type="checkbox"/> AEL | <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ |

Trend Census Data from OSEDA report: <http://www.oseda.missouri.edu/>

_____ % Adults with less than twelfth grade education _____ # Adults with less than twelfth-grade education

Kids Count in Missouri (<http://www.mokids.org/>) reports data for _____ (county name) County Rank _____/115

_____ % School-age children in poverty	_____ % Children receiving subsidized child care
_____ % Working women with youngest child under six	_____ % Births to mothers with less than 12 years education
_____ % Births to teenagers age 15-19	

VIII - B. EVEN START FAMILY LITERACY PROGRAM NEEDS ASSESSMENT *continued*

County Waiting Lists: Contact your local Head Start offices and other early childhood programs within the district.

_____ % of eligible children on waiting list for Head Start

_____ # of children on waiting list for Head Start

_____ % of children on waiting list for other EC programs

_____ # of children on waiting list for EC programs

School District Information: <http://dese.mo.gov/divimprove/coredata/index.html>

_____ % of third-grade children scoring in the bottom two levels of the Missouri Assessment Program

_____ % of families served by Parents As Teachers identified as meeting the High Needs Characteristics

_____ % of children eligible for Title I preschool services (if applicable) _____ # of children in Title I preschool

_____ % of children eligible for Title I reading services (if applicable)

_____ # of children in Title I reading programs

_____ % of High School Students Identified as Teen Parents

_____ # of teen parents

_____ Other _____

_____ Other _____

_____ Other _____

_____ Other _____

_____ Other _____

_____ Other _____

VIII - C. RECRUITMENT AND RETENTION

Describe the methods your project will use to ensure that it will serve families most in need of Even Start Services (including those with special needs such as limited English proficient and individuals with disabilities) and how your program will encourage participants to remain in the program for a time sufficient to meet the program's purpose.

VIII - D. EVEN START FAMILY LITERACY PROGRAM PAST COLLABORATIONS

[illegible]

VIII - E. COORDINATION OF SERVICES AND RESOURCES

Identify other Federal, State, local and private services and resources that will be utilized to support and sustain the Even Start Family Literacy Program. (Check all that apply)

- [illegible]

VIII - F EVEN START FAMILY LITERACY PROGRAM ACTIVITIES

Activity # 1	ADMINISTRATION - <i>REQUIRED</i>	DISTRICT CSIP STRATEGY(IES) #
	ADMINISTRATION OBJECTIVE:	
	DESCRIPTION OF ACTIVITY, EVALUATION METHOD AND TIME SPAN OF EVENT:	
Activity # 2	PROFESSIONAL DEVELOPMENT – <i>REQUIRED</i>	DISTRICT CSIP STRATEGY(IES) #
	PROFESSIONAL DEVELOPMENT OBJECTIVE:	
	DESCRIPTION OF ACTIVITY, EVALUATION METHOD AND TIME SPAN OF EVENT:	

VIII - F EVEN START FAMILY LITERACY PROGRAM ACTIVITIES *continued*

Activity # 3	ADULT EDUCATION AND LITERACY - REQUIRED	DISTRICT CSIP STRATEGY(IES) #
	ADULT EDUCATION AND LITERACY OBJECTIVE:	
	DESCRIPTION OF ACTIVITY, EVALUATION METHOD AND TIME SPAN OF EVENT:	
Activity # 4	EARLY CHILDHOOD EDUCATION – REQUIRED	DISTRICT CSIP STRATEGY(IES) #
	EARLY CHILDHOOD EDUCATION OBJECTIVE:	
	DESCRIPTION OF ACTIVITY, EVALUATION METHOD AND TIME SPAN OF EVENT:	

VIII - F EVEN START FAMILY LITERACY PROGRAM ACTIVITIES *continued*

Activity # 5	PARENTING EDUCATION - REQUIRED	DISTRICT CSIP STRATEGY(IES) #
	PARENTING EDUCATION OBJECTIVE:	
	DESCRIPTION OF ACTIVITY, EVALUATION METHOD AND TIME SPAN OF EVENT:	
Activity # 6	HOME-BASED ACTIVITIES – REQUIRED	DISTRICT CSIP STRATEGY(IES) #
	HOME-BASED OBJECTIVE:	
	DESCRIPTION OF ACTIVITY, EVALUATION METHOD AND TIME SPAN OF EVENT:	

VIII - F EVEN START FAMILY LITERACY PROGRAM ACTIVITIES *continued*

Activity # 7	EVALUATION - REQUIRED	DISTRICT CSIP STRATEGY(IES) #
	EVALUATION OBJECTIVE:	
	<p>LETTER OF INTENT WITH AN INDEPENDENT LOCAL EVALUATOR HAS BEEN SIGNED AND THE EVALUATOR'S RESUME IS ON FILE WITH THE DISTRICT. <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>DESCRIBE THE QUALIFICATIONS OF THE LOCAL EVALUATOR, TIMELINE OF VISITS AND PURPOSES.</p> <p>DESCRIBE THE PROJECT EVALUATION AS IT RELATES TO <u>MISSOURI FAMILY LITERACY INDICATORS OF PROGRAM QUALITY AND STANDARDS OF PERFORMANCE</u> AND THE <u>NATIONAL INDICATORS OF PROGRAM QUALITY</u>.</p> <p>DESCRIBE HOW THE DATA COLLECTED WILL BE USED FOR PROGRAM IMPROVEMENT, INCLUDE COLLECTION TOOLS AND ASSESSMENTS.</p>	

VIII - F EVEN START FAMILY LITERACY PROGRAM ACTIVITIES *continued*

Activity # 8	NAME OF ACTIVITY	DISTRICT CSIP STRATEGY(IES) #
	OBJECTIVE:	
	DESCRIPTION OF ACTIVITY, EVALUATION METHOD AND TIME SPAN OF EVENT:	
Activity # 9	NAME OF ACTIVITY	DISTRICT CSIP STRATEGY(IES) #
	OBJECTIVE	
	DESCRIPTION OF ACTIVITY, EVALUATION METHOD AND TIME SPAN OF EVENT:	

VIII - G OVERALL PROGRAM APPLICATION

PLEASE PROVIDE EXAMPLES OF HOW YOUR PARTNERSHIP MEMBERS HAVE PROVIDED ADULT LITERACY, EARLY CHILDHOOD EDUCATION, PARENTING EDUCATION, PARENT AND CHILD TOGETHER TIME, AND HOME-BASED ACTIVITIES IN A COORDINATED MANNER.

VIII - H EVEN START FAMILY LITERACY PROGRAM ACTIVITY BUDGET		
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED	LOCAL MATCH
6100: Salaries		
6100 Subtotal	\$	\$
6200: Employee Benefits <i>(optional categories)</i> FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits		
6200 Subtotal	\$	\$
6300: Purchased Services		
6300 Subtotal	\$	\$
6400: Materials/Supplies		
6400 Subtotal	\$	\$
6100-6400 SUBTOTAL	\$	\$
6500: Capital Outlay		
6500 Subtotal	\$	\$
TOTAL - (Transfer Subtotal funding areas to SECTION II)	\$	\$



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF SCHOOL IMPROVEMENT – FEDERAL DISCRETIONARY GRANTS

STATEMENT OF NONPUBLIC SCHOOL PARTICIPATION

TITLE I: PART B, SUBPART 3: WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAM

NAME OF NONPUBLIC SCHOOL	TELEPHONE NUMBER
NAME OF NONPUBLIC SCHOOL CONTACT PERSON	NAME OF SCHOOL DISTRICT IN WHICH NONPUBLIC SCHOOL IS LOCATED
DIRECTIONS	
To be completed by each registered nonpublic school in the public school district and submitted with the district's application.	
Mail the completed form to: Federal Discretionary Grants, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480	
Questions, contact Federal Discretionary Grants: Ph: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplyimprfdg@dese.mo.gov	
PLEASE CHECK THE MOST APPROPRIATE STATEMENT:	
<input type="checkbox"/> 1. Administrator and/or teachers in my school have been involved in the planning of these projects. I plan for my teachers and/or students to participate in these programs.	
<input type="checkbox"/> 2. I was invited to participate in planning but chose not to do so. My school will not participate in these programs.	
<input type="checkbox"/> 3. Administrators and/or teachers in my school have been involved in the planning of the projects. I do not plan for my teachers to participate in these programs because of philosophical, religious, or other reasons.	
<input type="checkbox"/> 4. Administrators and/or teachers in my school have been involved in the planning of these projects, but the options for nonpublic participation does not seem equitable. Until changes are made for equitable options, I do not plan for my teachers to participate.	
<input type="checkbox"/> 5. Administrators and/or teachers in my school have not been properly involved in the planning of these projects. I need more information before I can decide whether or not my school should participate.	
ASSURANCES: Title IX of No Child Left Behind Act includes the following consultation requirements concerning the participation of nonpublic schools in Title I: Part B, Subpart 3: William F. Goodling Even Start Family Literacy Program.	
1. In general - To ensure timely and meaningful consultation, a local educational agency, educational service agency or consortium of such agencies shall consult with appropriate private school officials in the geographic attendance area of the Even Start site. This consultation must occur during the design and development of the program, under this Act and before the grant application is submitted to DESE, on issues such as: (A) how the children's needs will be identified; (B) what services will be offered; (C) how and where the services will be provided; and (D) how the services will be assessed.	
2. Timing - Such consultation shall occur before the agency or consortium makes any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act.	
3. Discussion required - Such consultation shall include a discussion of service delivery mechanisms that the agency or consortium could use to provide equitable services to eligible private school children, teachers, administrators, and other staff.	
COMMENTS:	
ORIGINAL SIGNATURE OF NONPUBLIC OFFICIAL	DATE



STATE OF MISSOURI
OFFICE OF ADMINISTRATION
VENDOR INPUT

PRINT OR TYPE

SECTION A: VENDOR INFORMATION (COMPLETED BY VENDOR) SEE SECTION A & GENERAL INSTRUCTIONS

NAME											
ADDRESS FIELD 1 (ROOM, APT., SUITE NO., STREET NAME/NO., ETC.)		ADDRESS FIELD 2 (PO BOX NO.)									
CITY		STATE	ZIP CODE								
VENDOR CONTACT NAME	VENDOR CONTACT E-MAIL ADDRESS	VENDOR CONTACT TELEPHONE NUMBER									
LEGAL NAME OF ENTITY OR INDIVIDUAL (ENTITY NAME FILED WITH IRS FOR TIN)											
1099 ADDRESS		CITY	STATE ZIP CODE								
TAXPAYER ID NUMBER (TIN)	TAXPAYER ID (TIN) TYPE (CHECK ONE) <input type="checkbox"/> FEIN <input type="checkbox"/> SSN	EXEMPT FROM BACKUP WITHHOLDING <input type="checkbox"/>									
VENDOR TYPE (CHECK OR X ONE OF THE BOXES IN FRONT OF THE APPLICABLE VENDOR TYPE) <table border="0"><tr><td><input type="checkbox"/> CORPORATION</td><td><input type="checkbox"/> INDIVIDUAL</td><td><input type="checkbox"/> FEDERAL/MILITARY GOVERNMENT</td><td><input type="checkbox"/> STATE/LOCAL GOVERNMENT</td></tr><tr><td><input type="checkbox"/> STATE EMPLOYEE</td><td><input type="checkbox"/> PARTNERSHIP</td><td><input type="checkbox"/> SOLE PROPRIETOR</td><td><input type="checkbox"/> OTHER: _____ (ENTER VENDOR TYPE: I.E., CHURCH)</td></tr></table>				<input type="checkbox"/> CORPORATION	<input type="checkbox"/> INDIVIDUAL	<input type="checkbox"/> FEDERAL/MILITARY GOVERNMENT	<input type="checkbox"/> STATE/LOCAL GOVERNMENT	<input type="checkbox"/> STATE EMPLOYEE	<input type="checkbox"/> PARTNERSHIP	<input type="checkbox"/> SOLE PROPRIETOR	<input type="checkbox"/> OTHER: _____ (ENTER VENDOR TYPE: I.E., CHURCH)
<input type="checkbox"/> CORPORATION	<input type="checkbox"/> INDIVIDUAL	<input type="checkbox"/> FEDERAL/MILITARY GOVERNMENT	<input type="checkbox"/> STATE/LOCAL GOVERNMENT								
<input type="checkbox"/> STATE EMPLOYEE	<input type="checkbox"/> PARTNERSHIP	<input type="checkbox"/> SOLE PROPRIETOR	<input type="checkbox"/> OTHER: _____ (ENTER VENDOR TYPE: I.E., CHURCH)								

COMMENTS

CERTIFICATION FOR STATE OF MISSOURI

I certify that the above information is accurate and complete in accordance with the Vendor Input Form Instructions.

SIGNATURE (You may not sign the form on-line. Please sign prior to sending it to a state agency for processing.)

NAME (PRINT OR TYPE)	TITLE	DATE
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CERTIFICATION FOR INTERNAL REVENUE SERVICE (IRS)

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), **and**
2. I am not subject to backup withholding because: **(a)** I am exempt from backup withholding, or **(b)** I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or **(c)** the IRS has notified me that I am no longer subject to backup withholding, **and**
3. I am a U.S. person (including a U.S. resident alien)

Certification instructions. You must cross out item **2** above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For all real estate transactions, item **2** does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See W-9 Instructions on irs.gov website for more information.)

The Internal Revenue Service does not require your consent to any provision of this document other than the certifications required to avoid backup withholding.

SIGNATURE (You may not sign the form on-line. Please sign form prior to sending to a state agency, if applicable, according to the IRS Certification statement.)

SECTION B: STATE OF MISSOURI AGENCY USE ONLY (COMPLETED BY SUBMITTING STATE AGENCY)

ACTION TYPE (CHECK ONE) <input type="checkbox"/> ADD <input type="checkbox"/> CHANGE <input type="checkbox"/> DELETE	VENDOR CODE/NUMBER	VENDOR TYPE	STATE AGENCY NUMBER
STATE AGENCY NAME		STATE AGENCY ADDRESS	
STATE AGENCY CONTACT NAME (PLEASE PRINT OR TYPE)		STATE AGENCY CONTACT TELEPHONE NUMBER (INCLUDE AREA CODE) ()	
STATE AGENCY CONTACT EMAIL ADDRESS			
ADDITIONAL INFORMATION			
SIGNATURE	NAME (PRINT OR TYPE)	DATE	

Clear Form

VENDOR INPUT FORM INSTRUCTIONS

SECTION A: TO BE COMPLETED BY VENDOR (ALL FIELDS REQUIRED UNLESS OTHERWISE STATED) SUBMIT THIS COMPLETED VENDOR INPUT FORM TO THE STATE AGENCY YOU ARE DOING BUSINESS WITH.

Name	Enter the name of the entity or individual name that is to appear on checks, EFTs or Purchase Orders, etc. Corporation – Enter your Doing Business As (DBA) name Federal/Military Government – Enter the legal name of entity as filed with the IRS Individual – Enter your name (Last Name, First Name, and Middle Initial) Partnership – Enter the name of the business as filed with the IRS Sole Proprietor – Enter the business name State Employee – See “Individual” for this field’s coding instructions State/Local Government – Enter the legal name of the entity as filed with the IRS Other – Enter your entity’s name
Address Field 1	Complete this field if you have a room number, apartment number, suite number and/or street name/number
Address Field 2	Complete this field if you have a PO Box number for the address included in Address Field 1
City, State, Zip Code	Enter your city, state, and 5 or 9 digit zip code for Address Field 2 if completed. If Address Field 2 is not completed, enter the city, state, and 5 or 9 digit zip code for Address Field 1
Vendor Contact Name	Enter the name of the individual authorized by the vendor to answer questions about information on this form
Vendor Contact E-Mail Address	Enter the e-mail address, if one exists, for individual’s name entered in the Vendor Contact Name field
Vendor Contact Telephone Number	Enter the telephone number, including area code, of the individual listed in the Vendor Contact Name field
Legal Name of Entity or Individual	Enter the Legal Name of Entity or Individual for the taxpayer identification number to be entered in the Taxpayer ID Number field Corporation – Enter the Corporate name as it is filed with the IRS Federal/Military Government – Enter the legal name of entity as filed with the IRS Individual – Enter Last Name, First Name, and Middle Initial as filed with the Social Security Admin (SSA) Partnership – Enter the name of the business as filed with the IRS Sole Proprietor – Enter the Owner’s name (Last Name, First Name, and Middle Initial) as filed with the SSA State Employee – See “Individual” for this field’s coding instructions State/Local Government – Enter the legal name of entity as filed with the IRS Other – Enter the legal name of entity as filed with the IRS
1099 Address	Enter address that the IRS Form 1099 should be sent to if one is issued. Leave this field blank unless this address is different from the address entered in the Address Fields 1 and 2
City, State, Zip Code	Enter your 1099 mailing address, city, state, and 5 or 9 digit zip code. Complete these fields if you entered an address in the 1099 Address field
Taxpayer ID Number (TIN)	Enter the nine digit Federal Employer Identification Number (FEIN) or Social Security Number (SSN) associated with the Legal Name of Entity or Individual as filed with the Internal Revenue Services (IRS) or Social Security Administration (SSA)
Taxpayer ID (TIN) Type	Check one: FEIN – Federal Employer Identification Number or SSN – Social Security Number
Exempt from Backup Withholding	Check box if exempt from backup withholding (See General Instructions)
Vendor Type	Check the box in front of the applicable vendor type listed as registered with the IRS or SSA. If Other is selected, enter the vendor type on the line provided
Comments	If you are a tax exempt organization please state “Exempt” in the comments field and attach a copy of the letter received from the IRS that your entity is exempt. This space is also provided for any vendor who has additional information that you would like to provide on this form

CERTIFICATION FOR STATE OF MISSOURI:

Signature	Signature of individual listed in the Name field or the entity’s representative authorized by the entity to sign the certification
Name	Print or type the individual’s name who signed the Signature field
Title	Individuals – Leave this field blank. Business Entity – Enter the title of person who signed in the Signature field, if a title exists
Date	Enter date this form is signed.

CERTIFICATION FOR THE INTERNAL REVENUE SERVICE:

Signature	Please read the complete IRS Certification as published by the IRS. The IRS does not require your consent to any provision of the IRS statement other than the certifications required to avoid backup withholding
Date	Enter date if the IRS Certification Signature field is completed. Leave this field blank if the signature field is not completed

If all required fields on this form are not completed, the form will not be processed by the Office of Administration, Division of Accounting.

VENDOR INPUT FORM INSTRUCTIONS

SECTION B: STATE OF MISSOURI AGENCY USE ONLY (ALL FIELDS REQUIRED UNLESS OTHERWISE STATED) SUBMIT THIS APPLICATION AS DOCUMENTED IN THE SAM II FINANCIAL POLICY & PROCEDURES, VENDOR ACTIVITIES (SECTION L).

Action Type	Check one: Check Add if the vendor name and address is not in the current vendor file and your agency has received prior approval from OA/Accounting to submit adds via fax Check Change if changing the existing vendor number information. Note: If change is checked, supply a brief statement in the additional information field explaining the purpose for the change Check Delete if deleting an existing vendor number. Note: If Delete is checked, supply a brief statement in the Additional Information field explaining the purpose for the delete
Vendor Code/Number	Action Type Field is Add – Enter the TIN (FEIN or SSN) number or the first 9 digits of the alternate number if an alternative vendor number was pre-approved by OA/Accounting Action Type Field is Change – Enter the 11-digit vendor number Action Type Field is Delete – Enter the 11-digit vendor number
Vendor Type	Enter the vendor type. Valid vendor types are: DV – Vendor code to be deleted GI – State of Missouri Agency (“I” Vendor and “E” Vendor Codes) MS – Miscellaneous Vendor Code (Use only if a Misc Vendor Code was pre-approved by the OA/Accounting) SE – State Employee VG – Vendor/General Address (All vendors not defined above as an DV, GI, MS or SE vendor)
State Agency Number	Enter your agency’s 3-digit agency number
State Agency Name	Enter your state agency’s name
State Agency Address	Enter your state agency’s interagency mailing address. If your agency does not have an interagency mailing address, then supply your mailing address
State Agency Contact Name	Enter the name of the individual within your agency who can be contacted if OA/Accounting has questions related to the completion of this form
State Agency Contact Telephone Number	Enter the telephone number, including area code, of the individual listed in the State Agency Contact Name field
State Agency Contact E-Mail Address	Enter the e-mail address of the individual listed in the State Agency Contact Name field
Additional Information	If Change or Delete was checked in the Action Type field, enter a brief statement in this field explaining the purpose for the change/delete. This space is provided for your use if you have any additional information that you would like to include on this form
Signature	Signature of individual authorized by your agency to submit this form. OA/Accounting does not maintain an authorized agency signature list for this purpose
Name	Print or type the name of the individual that signed in the Signature field
Date	Enter date this form is signed.

Note: State Agency personnel must complete Section B. If this section is not completed the form will not be processed by the OA/Accounting.

ADDITIONAL INSTRUCTIONS FOR SECTION B

For each change or delete vendor request, the vendor must complete Section A of this form and the state agency doing business with this vendor must complete Section B prior to any update being made in the SAM II Financial system vendor file.

All forms must be faxed to OA/Accounting as stated in the SAM II Financial Policy & Procedures, Vendor Activities (Section L), Changing Vendor Information in SAM II section to the established fax number.

Forms will not be accepted through any other mechanism (handcarried, mail, etc.) unless the state agency receives prior approval from OA/Accounting.

Forms will not be accepted directly from vendors unless prior approval is received from OA/Accounting.

Vendor adds are required to be submitted online to OA/Accounting through SAM II Financial. Prior to submitting any adds through fax agencies must obtain written authorization from OA/Accounting.

All forms received that are not completed in their entirety will be returned to the submitting state agency.

VENDOR INPUT FORM INSTRUCTIONS

GENERAL INSTRUCTIONS

Below are excerpts from the IRS W-9 instructions for your use in completing the Vendor Input Form. See the [irs.gov](https://www.irs.gov) website for additional information.

Foreign Person If you are a foreign person, use the appropriate Form W-8 (see **Pub. 515** Withholding of Tax on Nonresident Aliens and Foreign Entities). The appropriate Form W-8 is to be sent to the state agency instead of the Vendor Input Form.

Nonresident alien who becomes a resident alien Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the recipient has otherwise become a U.S. resident alien for tax purposes.

Penalties **Failure to furnish TIN** – If you fail to furnish your correct TIN to a requestor, you are subject to a penalty of \$50 by the IRS for each such failure unless your failure is due to reasonable cause and not willful neglect.

Exempt from Backup Withholding If you are exempt, enter your name as described below, check the appropriate box for your status, and check the "Exempt from Backup Withholding" box in the line following the business name, sign and date the form. Generally, individuals (including sole proprietors) are not exempt from backup withholding. Corporations are exempt from backup withholding for certain payments, such as interest and dividends.

Note: If you are exempt from backup withholding, you should still complete this form to avoid possible erroneous backup withholding.

Certification To establish to the withholding agent that you are a U.S. person or resident alien. Please refer to the W-9 Form Specific Instructions and Purpose of Form on the [irs.gov](https://www.irs.gov) website.

What Name and Number to Provide:

For this type of Account: Give name and SSN of:

1. Individual The individual
2. Two or more individuals (joint account) The actual owner of the account or, if combined funds, the first individual account¹
3. Custodian account of a minor (Uniform Gift to Minors Act) The minor²
4. a. The usual revocable savings trust (grantor is also trustee) The grantor-trustee¹
b. So-called trust account that is not a legal or valid trust under state law The actual owner¹
5. Sole Proprietorship or single owner LLC The owner³

For this type of Account: Give name and EIN of:

6. Sole Proprietorship or single owner LLC The owner³
7. A valid trust, estate or pension trust Legal entity⁴
8. Corporate or LLC electing corporate status on IRS Form 8832 The corporation
9. Association, club, religious, charitable, educational, or other tax-exempt organization The organization
10. Partnership or multi-member LLC The partnership
11. A broker or registered nominee The broker or nominee
12. Account with the Dept. of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments The public entity

¹ List first and circle the name of the person whose number you furnish. If only one person on a joint account has a SSN, that person's number must be furnished

² Circle the minor's name and furnish the minor's SSN.

³ **You must show your individual name**, but you may also enter your business or "DBA" name. You may use either the SSN or EIN (if you have one).

⁴ List first and circle the name of the legal trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.)